

**SOCIAL STUDIES**  
**FOR TTCs**  
**STUDENT'S BOOK**

**3**

**OPTION: EARLY CHILDHOOD AND LOWER PRIMARY  
EDUCATION (ECLPE)**

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## **FOREWORD**

The Rwanda Education Board is honoured to avail the Social Studies student book for teacher training Colleges (TTCs) in ECLPE and it serves as official guide to teaching and learning of Social Studies.

The Rwandan education philosophy is to ensure that young people at every level of education achieve their full potential in terms of relevant knowledge, skills and appropriate attitudes that prepare them to be well integrated in society and exploit employment opportunities.

The ambition to develop a knowledge-based society and the growth of regional and global competition in the job market has necessitated the shift to a competence-based curriculum. After a successful shift from knowledge to a competence-based curriculum in general education, TTC curriculum also was revised to align it to the CBC in general education to prepare teachers who are competent and confident to implement CBC in pre-primary and primary education. The rationale of the changes is to ensure that TTC leavers are qualified for job opportunities and further studies in higher education in different programs under education career advancement.

I wish to sincerely express my appreciation to the people who contributed towards the development of this document, particularly, Consultants, REB staff, UR-CE lecturers, TTC Tutors, Teachers from general education and experts from Local and international Organizations for their technical support. Special appreciation goes to the Development Partners such as UNICEF, IEE, USAID/ Soma Umenye, Save the Children and Right To Play for their financial support.

I take this opportunity to call upon all educational stakeholders to bring in their contribution for successful implementation of this syllabus.

Dr. NDAYAMBAJE Irenée

**Director General REB.**

## **ACKNOWLEDGEMENT**

I wish to sincerely express my special appreciation to the people who played a major role in development of Social Studies for Early Childhood and Lower Primary Education. It would not have been successful without the support from different education stakeholders. My thanks first go to the leadership of UR-CE who started the review of the TTC curriculum in 2015.

I wish also to thank Rwanda Education Board (REB) leadership who took over and supervised the curriculum review process. I wish to extend my appreciation to Consultants, REB staff, Lecturers from UR-CE, TTC Principals, TTC Directors of Studies, Deputy Principals, Tutors and Teachers from General Education for their outstanding contribution to this process of books production.

I owe gratitude to different education partners more especially UNICEF, IEE, USAID-Soma Umenye, Flemish Association for Development Cooperation and Technical Assistance (VVOB), Right To Play, Help a Child, Save the Children, Aegis Trust, Humanity and Inclusion, Teach Rwanda, Educate! and IEE for their technical support.

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REB**

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# **General Introduction to Student teacher's Book**

This text book is part of the reform of the school curriculum in Rwanda: that is changes in what is taught in schools and how it is taught. It is hoped this will make what you learn in school useful to you when you leave school, whatever you do then.

In the past, the main thing in schooling has been to learn knowledge – that is facts and ideas about each subject. Now the main idea is that you should be able to use the knowledge you learn by developing competencies. These competencies include the ability to think for yourself, to be able to communicate with others and explain what you have learnt, and to be creative that is developing your own ideas, not just following those of the tutor and the text book. You should also be able to find out information and ideas for yourself, rather than just relying on what the tutor or text book tells you.

## **Activity-based learning**

This means that this book has a variety of activities for you to do, as well as information for you to read. These activities present you with material or things to do which will help you to learn things and find out things for yourself. You already have a lot of knowledge and ideas based on the experiences you have had and your life within your own community. Some of the activities, therefore, ask you to think about the knowledge and ideas you already have.

In using this book, therefore, it is essential that you do all the activities. You will not learn properly unless you do these activities. They are the most important part of the book.

In some ways this makes learning more of a challenge. It is more difficult to think for yourself than to copy what the tutor tells you. But if you take up this challenge you will become a better person and become more successful in your life.

## **Group work**

You can also learn a lot from other people in your class. If you have a problem, it can often be solved by discussing it with others. Many of the activities in this book, therefore, involve discussion. Your tutor will help to organize these groups and may arrange the classroom so you are always sitting in groups facing each other.

## **Research**

One of the objectives of the new curriculum is to help you find things out for yourself. Some activities, therefore, ask you to do research using books in

the library, the internet if your school has it. This, or other sources such as newspapers and magazines. This means you will develop the skills of learning for yourself when you leave school.

## **Skills lab**

Social Studies subject in the option of ECLPE is practical than being theoretical only. That is why it requires time of skills lab which is a regular time on normal time table when student-teacher are required to complete learning activities working in manageable groups.

During skills lab activity student-teachers are given an opportunity to talk more and get more involved in the lesson than tutors. Student-teachers receive constructive feedback on work done (Tutor gives quality feedback on student presentations).

The Skills Lab prepares student-teacher to complete portfolio assignments on their own after classes. So the classroom activity should connect directly to the portfolio assignment and the tutor during the skills lab makes sure that he/she links the unit with the students.

## **Icons**

To guide you, each activity in the book is marked by a symbol or icon to show you what kind of activity it is. The icons are as follows:



### **Thinking icon/Introductory activity**

This indicates thinking for yourself or groups discussion. You are expected to use your own knowledge or experience, or think about what you read in the book, and answer questions individually or as group activity.



### **Thinking icon/Learning activity**

This icon reminds you link your previous knowledge with the topic you are going to learn. As a student feel free to express what you already know about the topic. What is most important is not giving the right answer but the contribution you are making towards what you are going to learn.



### **Application activity**

Some activities require you to complete them in your exercise books or any other book. It is time for you show if you have understood the lesson by answering the questions provided.



### **Skills lab**

This icon indicates a practical activity, such as a role play to resolve a conflict, participating in a debate and following instructions provided by the tutor. These activities will help you to obtain practical skills which you can use even after school.



### **End unit Assessment icon**

This icon invites you to write down the results from activities including experiments, case studies and other activities which assess the attainment of the competences. Tutors are expected to observe the changes in you as student teacher.

# THE GREEK CIVILISATION



# UNIT 1

## CONTRIBUTION OF THE MAIN ANCIENT CIVILISATIONS TO THE DEVELOPMENT OF THE MODERN SOCIETY

### Key Unit competence:

The student-teacher should be able to explore the contribution of the main ancient civilisations of the world to the development of the modern society.



### Introductory activity

The world history has described different civilisations which were developed from the antiquity to modern times. Among these civilisations include the Egyptian, Mesopotamian, Hebrew, Greek, Roman civilisations and others. Each of these civilisations influenced the way of life in the world. Using a range of written materials and internet, research on the location and expansion of Greek and Roman civilisations and describe the elements and contributions of both the Greek and Roman civilisations to the development of the modern society.

### 1.1 Location and expansion of Greek and Roman civilisations

#### Activity 1.1



Use various books and internet and describe the location and expansion of Greek and Roman civilisations.

The word “civilisation” comes from the Latin word ‘civis’ which means a city. Therefore, civilisation is a way of a group of people that entails their various way of life such as culture, dressing and food.

**Civilisation:** Refers to an advanced and organized way of human development. It is also the advanced stage of human life in which people have cities and organized governments. People have also various specialties and occupations, such as farming, pottery, merchant, teachers and others.

Most of civilisations have also included the construction of big structures, such as temples, palaces, city walls etc. The civilisation also includes literature, mathematics, architecture, calendar and arts of various types.

The civilisation is a kind of human living characterized by great advance in human culture where people began to farm, form governments, use metals, live in cities and use writing.

To reach to that stage, for many years, man wondered from place to place in search of food with no permanent settlement. He lived a life of animals feeding on wild fruits and insects. After many centuries of wondering, man felt a need to settle down in one settlement and grow crops instead of picking wild fruit. Therefore; man became food producer instead of food gatherer.

The earliest civilisations began along great river valleys in the third millennium BC and they were developed around the great rivers: Egyptian civilisation began around Nile River, Mesopotamian civilisation around Tigris and Euphrates, Indian civilisation around Indus River and Chinese civilisation around Huang River (Yellow River). In the second millennium other civilisations appeared around Mediterranean Sea. They include Roman, Greek civilisation and others.

A number of factors explain why the first man settled along river valleys rather than any other place.

- The presence of fertile soils in river valleys. This was due to the silt deposited during seasonal flooding of the river. This encouraged farmers to settle there.
- The availability of water which could be used for both domestic and irrigation purposes.
- The presence of a wild game. There was much kind of small animals and birds along river valleys that attracted man for survival.
- The climate along the river valleys. These river valleys had suitable temperatures and well distributed rainfall which played a big role in the civilisation process.
- The attractive scenery along river valleys characterized by many kinds of colourful flowers like water lilies.
- River valleys provided fishing grounds which attracted people to settle and specialize in fishing.
- The river favored communication and exchange of ideas. Trade was developed, boats were built and helped in the civilisation process.
- The presence of resources along river valleys such as clay and papyrus which helped in making pots and mats.

## a. Location and expansion of Greek civilisations

Map 1: Ancient Greece



Greece is a country in southeastern Europe with thousands of islands throughout the Aegean and Ionian seas. Among the different islands of Greece, Crete is the biggest. Influential in ancient times, it's often called the cradle of Western civilisation. Athens, its capital, retains landmarks including the 5th-century B.C. Acropolis citadel with the Parthenon temple. Greece is also known for its beaches, from the black sands of Santorini to the party resorts of Mykonos. This country is located near Africa and Asia. It is separated by these two continents by waters of Mediterranean Sea.

From Greece mainland, there is a piece of land that forms a peninsula. This is the Peloponnesus peninsula. The great city of Peloponnesus is Sparta. The great city of Attic is Athens and the great city of Boeotia is Thebes.

Greece is bordered by Macedonia in north, Mediterranean Sea in south, and Aegean Sea in East. Generally, Greece is a mountainous country. Therefore, road transport is difficult but water transport is easy because of many islands and there are well located ports that help people from the coastal region to communicate. In Greece, there is a Mediterranean climate, dry and hot mainly in spring and summer. The main economic activity is trade.

The Greek culture originated from island of Crete. This island served as a link for trade between Europe, Africa and Asia. As a result of this strategic location, Crete became a place where many people from different cultural backgrounds went and exchanged ideas. The civilisation that developed on Crete city became known as Minoan, named after a great King of Crete called **Minos**. The Greek culture copied a lot from Minoan civilisation. The Minoan civilisation was replaced by Mycenaean civilisation about 1400 BC. The Dorians then came around 1200 BC and pushed the Greeks to Aegean Island (Ionia).

The Greeks stayed for 200 years on the Aegean Island a period known as "**dark period**". The Greeks mixed with different people and this gave birth to the Hellenes people who shared the common language, customs and beliefs. What emerged from this mixture was the Greek civilisation. According to F. Kenneth Cox, Greek civilisation developed out of a combination of two earlier civilisations, Minoan and Mycenaean. The Minoans, who were known as Cretans, were a seafaring people. Their civilisation arose around 2800 B.C on Crete, an island in the Mediterranean Sea. Little by little the people of Athens mixed with other cities in religions and games. These activities led to Olympic Games which united the Greeks even further. The Greeks called themselves Hellenes, after Hellas a town in northern Greece.

Note that with Dorian invasion, the Mycenaean fled in the plateau of Arcadia, Boeotia and in Attic or in the Aegean Islands. They also moved to the coast of Minor Asia. This invasion makes all Greek speaking people to be scattered in the whole basin of the Aegean Sea (Present Greece +Islands+ costs of Asia) hence spreading the Greek culture.

### The Roman civilizations



## **b. Location and expansion of Roman civilisations**



Source: <https://www.google.com/url?sa=i&source=images>

Rome is the capital city of Italy and of Lazio (Latium) Region and Rome Province, on the Tiber River, in the central part of the country near the Tyrrhenian Sea. The geography of the Italian Peninsular made possible the rise of Rome. The peninsular extends about 750 miles from north to south with a width of about 120 miles. It is centrally located in the Mediterranean. The city of Rome is in the center of Italy. This central location made Rome to expand, first in Italy, and later in the lands around the Mediterranean Sea.

Italy's location made it easier to unify than Greece. The Peninsular is not broken up into small, isolated valleys. The Apennine Mountains formed a ridge from north to south and divides the country into west and east. Italy was equally blessed by having broad, fertile plains, both in the north under the shadow of the Alps, and in the west, where the Romans settled. The fertile lands supported her growing population.

According to tradition, Rome was founded in 753BC on one of the Seven Hills: Capitoline, Quirinal, Viminal, Esquiline, Caelian, Aventine, and Palatine.



Schematic map of Rome showing the seven hills

Source: [https://en.wikipedia.org/wiki/Seven\\_hills\\_of\\_Rome#/media/File:Seven\\_Hills\\_of\\_Rome.svg](https://en.wikipedia.org/wiki/Seven_hills_of_Rome#/media/File:Seven_Hills_of_Rome.svg)

The Roman civilisation grew along the Tiber river in central Italy. It was mainly first concentrated in the city of Rome. This was after the Romans conquered the Greeks in 146 BC that they founded the city in 753 BC.

### **Romans have a legend about the founding of their city.**

After the fall of Troy the gods ordered a Trojan prince called Aeneas to lead his people to a promised land in the west. When Aeneas reached Italy they joined forces with a people known as Latin. About 800 BC a Latin princess gave birth to twin sons fathered by the god Mars. The princess had taken an oath never to have children. Because she broke her word, she was punished. Her sons,

Romulus and Remus were taken from her and left to die on the bank of flooding Tiber. Romulus and Remus were found by a she-wolf, which fed and cared for them. One day a shepherd killed the she-wolf and discovered babies. He took them to his home. There the shepherd and his wife raised them as their sons. When the boys grew older, they decided to build a city. The sign from gods showed Palatine. Romulus and Remus wanted to be the king, therefore they fought and Remus was killed. Romulus became king of the city which he named Rome (753 BC) in the plain of Latium.



Sculpture of the **she-wolf** feeding the twins **Romulus** and **Remus**, the most famous image associated with the founding of Rome.

Source: [https://en.wikipedia.org/wiki/Founding\\_of\\_Rome#/media/File:Kapitolinische\\_W%C3%B6lfchen\\_Museum\\_Capitolini.jpg](https://en.wikipedia.org/wiki/Founding_of_Rome#/media/File:Kapitolinische_W%C3%B6lfchen_Museum_Capitolini.jpg)

Rome also managed to take control of the powerful North African city of Carthage hence uniting the entire Mediterranean region. She also controlled the Mediterranean Sea. At the peak of its powers, her empire covered Egypt, Greece, Asia Minor and Syria – all to her East. To her west were Tunisia, Algeria, Morocco and Spain, Portugal, France, Switzerland, Belgium and England.

Rome's development was greatly influenced by the geography of the Italian peninsular. The area had excellent marble and small quantities of lead, tin, copper, iron (on the island of Elba) and silver in its extensive coastline. There were few good harbours, most of which faced the west away from Greece and the Near East. Ancient Italy, nonetheless, was well endowed with large forests. It had more fertile land than ancient Greece. However, it was more exposed to invasion. Invaders entered it easily, as the Alps posed no effective barrier to invaders from central Europe. To make matters worse, Italian low lying coastline opened it to invaders from the sea. All these made the Romans, from an early time in their settlements, to be absorbed in military pursuits to defend their own conquests against the invaders.

Rome wanted to expand its borders. In order to do so, it had to fight against many neighboring countries such as Carthage, Spain, Parts of Italy, Asia, and Macedonia.

### **a. Conquest of Italy**

Firstly, Rome had been attacked by the Etruscans. Later, the territory was invaded by other group: Celts in 390 and they settled in the valley of Po. But these people didn't occupy the territory, they only looted and left. From refuge, the Romans organized many attacks and they start conquering central Italy against the Etruscan cities because they feared that these people could try to regain control of Rome.

After conquering the whole Italy, they went in Greece. As they became the master of Italy the Romans tried to conquer other neighboring territories or made alliances with them in order to protect their boundaries. After this, they constructed many roads from Rome to the whole Italy and neighboring countries conquered.

### **b. The war against Carthage**

By 264 BC, the Romans had conquered some Greek City-states in the southern Italy. This brought them into contact with the Phoenician city of Carthage. Carthage controlled all of North Africa, most of what is now Spain and some of islands of the coast of Italy. It also ruled the western half of Sicily, a large island at the toe of the Italian foot. Between 264 and 146 BC Carthage fought three wars against Romans and these wars came to be known as **Punic wars**.

Different factors helped the spread of civilisations to other parts of the world:

- Through trade, ideas and products moved from one region to another and from one civilisation to another thereby enabling civilisation to spread.
- Wars and military expeditions also helped civilisation to spread. When civilised people conquered a less civilised people, the conquered people often absorbed the ideas of their conquerors, thereby spreading their civilisation.
- Through intermarriage between different groups civilisation could spread also from one area to another.
- Migration movements helped also the spread of civilisation to other parts of the world. Migrating people carried their ways of life to new lands where they settled. They could also exchange their skills with people they encountered.
- Through education ancient civilisations spread to other places. For instance, when Greek teachers went to teach in Roman Empire, they spread Greek culture among the Romans.

- Through colonization also the civilisation spread to other parts of the world. The strong countries which dominated small ones, they imposed their culture on the population they dominated.
- Religious conversion also helped to spread the civilisations to other regions. The converted people had to adopt a set of beliefs identified with one particular religious denomination.

<https://en.wikipedia.org/wiki/Civilisation>



### Application activity 1.1

1. Locate Greek and Roman civilisation in the time and space.
2. Identify the factors that helped the spread of civilisations to other parts of the world.

## 1.2. Elements/ Achievements of Greek and Roman civilisations

### 1.2.1. Elements of Greek civilisations

The Greek Civilisation permeated virtually every aspect of the human life. It marked a complete refinement of its predecessors, which are Egyptian and Mesopotamian civilisations. Some of its elements were:

#### Greek medicine

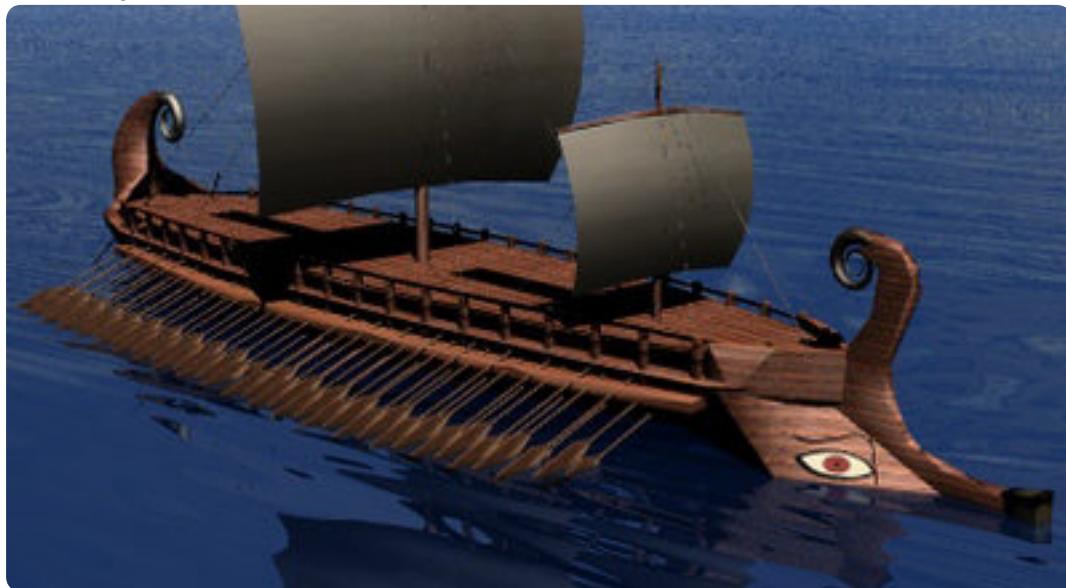
“The father of medicine”, the Physician Hippocrates believed that the disease had natural, not supernatural cause and that the body could heal itself. He was the first doctor to view medicine as science. Basing his work in the late 400s BC on observation, he diagnosed and treated illness all over Greece. According, to tradition, Hippocrates drafted a code for ethical medical conduct that has guided the practice of medicine for more than 2,000 Years. Many doctors today recite the Hippocratic Oath when they receive their medical degree.

#### A common language

All the Greece islands spoke an identical language known as Greek. They were thus able to communicate easily with one another. The common language also brought feelings of togetherness among the islands' inhabitants. Greek was spoken and written.

## Technology

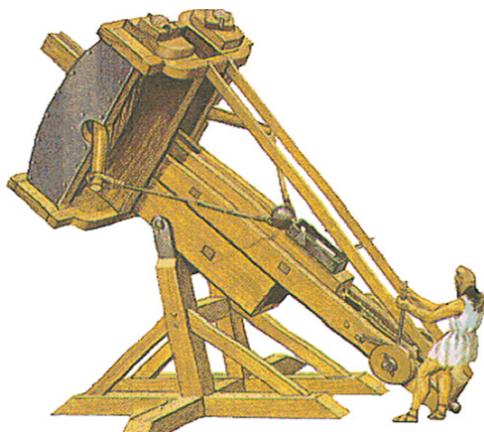
Since Greek coastal cities were sandwiched between the ocean and the sea, they developed an awesome navy for trading and fighting. All cities need fresh water. This is a Greek aqueduct, basically a brick water pipe. The first aqueduct was Assyrian, but most ancient societies had them.



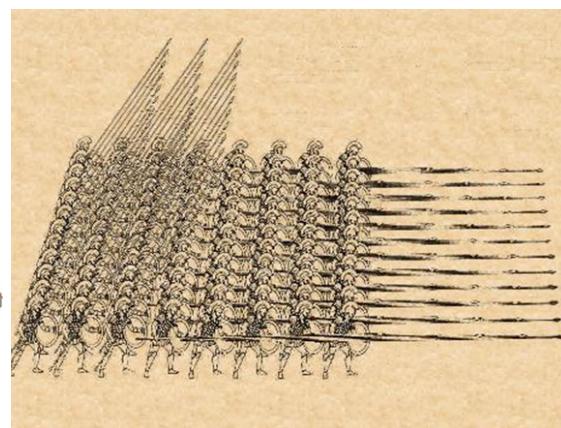
## Greek Military

The Greeks invented many military weapons such as catapults, one could throw 300 pound stones at walls and buildings. Other weapons invented include Flamethrower, a phalanx. Soldiers get in a tight box. They each have a large shield and a 9 foot long spear. Some of the weapons were used by Greek infantry soldiers called hoplite. Hoplites were middle-class freemen who had to pay for their own weapon and shield.

**A Greek catapult**



**A phalanx**



## Settlement in cities

City states were a major feature of the Greek Civilisation. Greeks lived in cities which were all independent of each other. Each city and the farms around it formed a separate state called a *polis*. By the 8th and 7th Centuries BC, cities were built almost everywhere throughout Greece. All these cities were independent. The city-states forged alliances with one another.

The city-states governed themselves differently. Sometimes they had kings for example at Sparta. Other cities were led by a self-imposed strong man who ruled the way they wanted. Such a leader is known as a tyrant. Sometimes the nobleman ruled, and this was called an aristocracy. Sometimes all the citizens took part in the government. This was called a democracy. It was practiced in Athens. All adult male assembled together to discuss issues of interest to their polis. Other forms of government in the city states were: **monarchy, oligarchy and aristocracy**.

## Ancient Greek city of Athens

In city states were found the *asty* (city itself) with its watchtower, the *agora* (public square/market place) and surrounding rural- agricultural lands referred to as the *chora*. The *asty* was the business, political, religious and social centre of the entire community while the *Chora* provided the food to both the villages and to the city.

The ancient Greeks believed that each city-state had one or two gods keeping a special eye on that city-state. The god in charge of Athens was **Athena, goddess of wisdom**. The city of Athens was named after their special goddess.

Education was very important in Athens. From their mothers, girls learned how to cook and sew and run a home, and how to be a good wife and mother. Boys went to school. They memorized poetry and learned to play a musical instrument, usually the lyre. They studied public speaking and drama and reading and writing. Sons of nobles went to high school - four more years of learning about the sciences and the arts and politics and government.

For about 100 years, ancient Athens was ruled by **direct democracy!** It didn't last long, but the invention of democracy is one of the most important gifts we received from the ancient Greeks.

Citizens of Athens had many rights, including the right to stand trial and the right (when Athens was a direct democracy) to vote. But not all people in ancient Athens were citizens. Originally, a free male would be a citizen if his father was a citizen. But Pericles changed that rule in 450 BCE. The new law stated that both father and mother be Athenians for a child to be an Athenian. Out of the

Athenians, only men had full citizenship. Women had partial citizenship, which basically meant they had few if any rights. Pericles changed this rule to give Athenian women more status. It worked. Even though Athenian women had no power of their own, their status as an Athenian made them more likely to contract a good marriage.

### Participation in games

In Ancient Greek, there was a strong belief that athletic competitions were a way to please the gods and honour the dead heroes. Greeks therefore participated in the Olympic Games from 776 BC. During the games, fighting city-states even suspended wars between them to allow the competitions to go on. The games were held after every four years. They attracted some 40,000 Greeks into the stadium built in Olympia. The games were dedicated to the god Zeus, father of the gods. The games lasted for more than five days.

Games events included **foot races, wrestling, boxing, jumping, and javelin, discus throwing and chariot-riding**. Athletes were proud of their bodies and emphasized physical fitness. The most celebrated event during the Olympic Games was known as the **pentathlon**. It was considered the supreme contest of athletic skill. Winners were crowned with a wreath of olive leaves, a coveted Olympic prize. The wreath of olives awarded the candidate was considered sacred to Zeus.

The Greeks took the Olympic Games quite seriously. Nearly all the ancient Greek cities sent teams to participate in the ancient Greek Olympics. If two or more Greek city-states happen to be at war with each other when the game date arrived, war was halted for the duration of the games.

Women were not allowed to attend the games because men did not wear clothes when they competed in the events.

The Greek Olympic Games came to an end in 393 AD. They were banned by a Christian Roman Emperor. He saw them as pagan practices. But fifteen hundred years later, the games were revived through the efforts of a French baron, Pierre de Coubertin, who was inspired by the ideals of the Ancient Greeks. In 1896, the first modern Olympic Games were held in Athens, Greece. Since then, the games have been a major event in the history of sports in the world.



Olympia



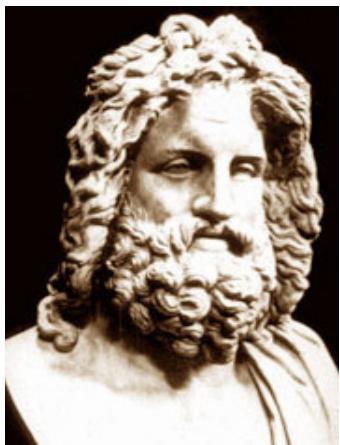
Stadium in Olympia, Greece

### Belief in gods and goddesses

Ancient Greeks were very religious. They believed in gods and goddesses. They had a common religion based on twelve chief gods and goddesses. These deities were thought to live on Mt. Olympus, the highest mountain in Greece.

The gods and goddesses include the following:

- **Zeus** – the chief god and father of the gods.
- **Athena** – goddess of wisdom and craft.
- **Apollo** – god of the sun and poetry.
- **Aphrodite** – goddess of love and beauty.
- **Poseidon** – brother of Zeus and god of the seas and earthquakes.
- **Hades** – the god of the underworld – where the spirits of the dead went.
- **Nemesis** – god of vengeance.
- **Nike** – goddess of victory.
- **Apollo** - god of archery, music, poetry, prophecy, medicine and later on god of the sun.



Zeus



Athena



Aphrodite

Although the twelve gods and goddesses were common to all Greeks, each city-state usually singled out one of the twelve Olympian gods as its guardian for example, Athena was the patron goddess of Athens. Each polis also had its own local gods. These local gods remained vital to the community as a whole.

Important elements in the Greek religion were rituals and festivals. The Greeks wanted the gods and goddesses to look favorably upon their lives and activities.

### Artistic heritage

The Greeks loved all arts. Painting, sculpture and mosaics decorated the buildings and almost everything they owned. It might be as simple as a geometric pattern or as elaborate a scene from a battle or myth.

The Greeks attached a lot of importance to artistic expressions. Their arts have greatly influenced the standards taken by those of other European groups.

Greek art was shown in their unique architecture and sculptures. Here, they went to great lengths to show their expression of beauty. Some of these works still stand today. On architecture, their artistry was visible in the temples they built for their gods and goddesses. An example was the famous building built in the fifth century BC, the Parthenon. This temple was built between 447 and 432 BC under the supervision of Ictinus and Callicrates as the master builders. The temple covered 23,000 square feet. It was dedicated to Athena, the patron goddess of Athens.

The Greeks developed three architectural systems, called orders, each with their own distinctive proportions and detailing. The Greek orders are: Doric, Ionic, and Corinthian.

**Doric order**



**Ionic order**



**Corinthian order**



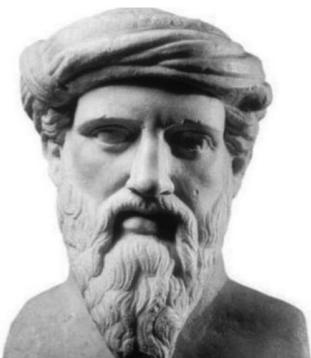
They also made sculptures and statues. Their sculptors, showed relaxed attitudes. Most of their faces were self-assured; their bodies flexible and smooth muscled. Greek art and sculpture has had a profound effect throughout the ages. The Greeks used many different types of materials in their sculptures including stone, marble and limestone as these were abundant in Greece. Other materials such as clay were also used but due to their brittle nature very few have survived. Greek sculptures are very important as the vast majority of them tell us a story about Gods, Heroes, Events, Mythical Creatures and Greek culture in general.



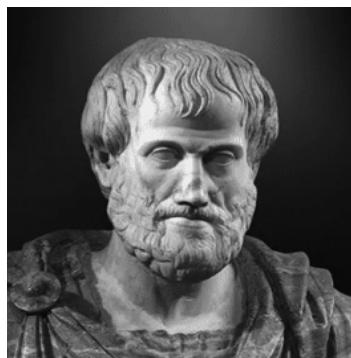
Source: <https://www.slideshare.net/abiemason/greek-civilisation-10452091>

## Love of philosophy

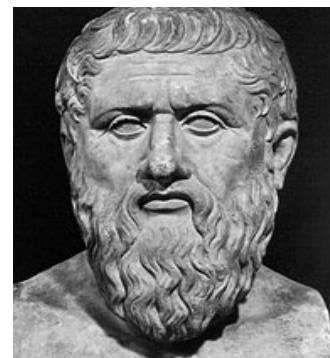
In the Greek society, there were thinkers who challenged the belief that events were caused by the whims of gods. Instead, these thinkers, used reason and observation to establish the causes of things. They were known as philosophers or lovers of wisdom. The philosophers explored many subjects from mathematics and music to logic (rational thinking). Some were interested in ethics and morality. Through reason and observation, the thinkers believed that, they could discover laws that governed the universe. Philosophers focused on personal behavior, especially the question of how to achieve peace in mind. Three systems of thoughts attracted most of Hellenistic intellectuals: **Cynicism**, **Epicureanism and stoicism**. The best known **cynic** was **Diogenes**. He criticized materialism and asserted that people would be happy if they gave up luxuries and lived simply, in accord with nature. The scholar **Epicurus** started the philosophy of **Epicureanism**. He argued that people should avoid both joy and pain by accepting the world as it was, ignoring politics and living simply and quietly with a few close friends. **Zeno** founded **Stoicism**. The name stoicism comes from the **Stoa Poikileor** “painted Porch” in which Zeno lectured. **The stoics** believed that what happened to people was governed by natural laws. Accordingly, people could gain happiness by ignoring their emotions, and instead following their reason. In this way, they were able to accept even the most difficult circumstances of life and do their duty. Stoicism later affected both Roman intellectuals and early Christian thinkers. The Greece's greatest philosophers included Socrates, Aristotle and Plato. Socrates developed a teaching technique known as the **Socratic Method**. He encouraged the young to clear away mistaken ideas and discover the truth. Plato is known with his earliest book of political science “The republic”. In this book he presented a plan for what he considered would be the ideal society and government. The third greatest philosopher of ancient Greece was Aristotle who wrote more than 200 books on different topics. He influenced later philosophers with his work on logic. He developed syllogism.



Socrates



Aristotle



Plato

## Literature and drama

Athens led the other Greek city states in literature and drama. The latter was made up of both tragedy and comedy. Epic and lyric were other literary forms in the Greek world of literature. Drama is said to have developed out of the choruses that chanted lyrical poems also known as Odes, to the god Dionysius. A group of citizens judged the plays and awarded the winner a simple prize: a wreath of ivy. The plays were partly acted and partly chanted. Action was limited as emphasis was on the story and its meaning. Greek literature began with the epics of Homer, whose stirring tales inspired later writers. The drama was closely tied to the political and religious life of the state, which sponsored it.

In the drama, staging remained simple. There were two or three characters (all male) wearing masks, with a chorus of twelve to fifteen members chanting commentary on the action. The purpose of tragedy was to inspire pity and fear in the audience. While comedy intended to amuse people by inducing laughter.

Prose was another literary genre that emerged in Ancient Greek. The people, from the fifth century, began to express philosophical and political ideas through prose.



*The Greek theatre of Epidaurus*

## Writing of History

We owe the discipline of History to the Ancient Greeks. At first, History was part of literature until **Herodotus** campaigned for its separation from literature. The Greeks applied observation, reason, and logic in understanding the human past. Herodotus was the pioneer in this hence he is often referred to as the Father of History.

According to **Thucydides**, history was to be written in an accurate, factual and impartial way. He also vouched for the use of eye witness accounts in writing in this discipline.

### Trade

Ancient Greeks were also traders. They traded with the neighbouring lands in a variety of goods. The Greek city states also traded with each other. Trade made the city states to be rich and prosperous.

The Greeks were united by geographic region, language, religion, economics and common customary practices. However, they remained divided politically into the scores of the independent city states. Loyalty was first and foremost to the city state before it extended to the more remote ideal of Hellas.

## **1.2.2 Elements of Roman civilisation**

### 1. Architecture

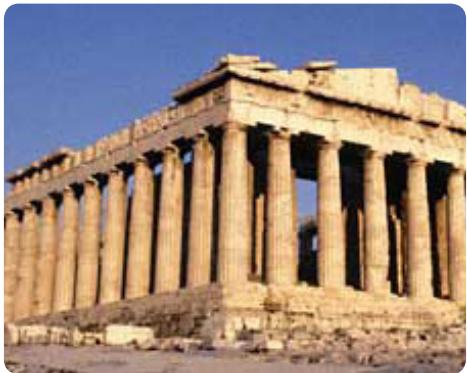
Like other ancient communities, the Romans paid attention to architecture. Their architecture borrowed a lot from the Greek and Etruscans ones. They also introduced new designs and materials in their works. The Romans, for example, pioneered the use of concrete in construction. Roman architectural works were hence an improvement over the earlier Greek ones.

Roman civil engineering and building construction technology became developed and refined. Some of what they built have remained to date for example, the Pantheon (with one of the largest single span domes in the world), a building still found in the business district of the present city of Rome. There was also the Colosseum, a theatre which could accommodate 50,000 spectators. The pantheon was a temple of all Roman gods.

The architectural works were visible in palaces, stadiums, temples, private dwellings, villas, public buildings and hydraulics. Roman architectural works emphasized grandeur.

Romans are known to have experimented with the dome and pioneered in the building of amphi theatres, public baths, and race courses. In the empire, public buildings were of massive proportions and solid construction.

Roman architecture made use of rows and columns and rectangular buildings. They also used curvilinear forms (forms based on curved lines): the arch, vault, and dome.



**Parthenon**



**Colosseum**

## 2. Law

The early Roman republic had a written code of law which was heavily based on custom. It was known as the '*Twelve Tables or tablets*'. They were written to make the interpretation of the law objective. Work of writing the law begun in 451 B.C. It involved a group of ten officials. Upon finishing the work, the laws were carved on twelve tablets or tables and hung in the Forum (market place). These laws became the basis for future Roman law. They were based on the spirit of equality of all citizens to the law. Every individual had thus a duty to protect the law.

Through the universal laws, they were able to establish standards of justice that applied to all people. An individual was regarded innocent until proved guilty. Every suspect was allowed to face his or her accuser and themselves before a judge who was expected to weigh the evidence carefully before making a verdict. The Roman law was based on the following principles:

- All persons had the right to equal treatment under the law.
- A person was considered innocent until proven guilty.
- The burden of proof rested with the accuser rather than the accused.
- A person should be punished only for actions, not thoughts.
- Any law that seemed unreasonable or grossly unfair could be set aside.

## 3. Government

From the earliest times, the Romans had distrust of **Kingship** and of a sole ruler. This was due to the lessons they learned from their experience with Etruscans. As a result, the Romans devised a complicated system of government.

In the **Roman republic**, the chief executive officers were the **consuls and praetors**. Two consuls, chosen every year, ran the government and led the Roman army into battle. In 366 BC, a new office, that of praetor was created. The occupant was in charge of civil law. A consul's term was only one year, and once elected, he could not be elected again for ten years. One consul could also overrule or veto the others' decision.

The **senate** was made up of a select group of about 300 land owning men who served for life. It began by serving as an advisory body to government officials. Senators each year, elected from the patrician class two consuls. The power of the consuls was thus checked by the senate. Consuls' power was further checked by limitation of terms. They could only serve for one term. Membership to the senate was for life.

There were also a number of **assemblies** in the Roman republic. It was organized by classes based on wealth. This assembly was fixed in such a way that the wealthiest citizens always had a majority. It elected the chief officials and passed laws.

The senate was allowed during war, to elect a **dictator**, or a ruler who enjoyed complete control over government. The consuls chose him before the senate elected. Each Roman dictator was granted power to rule for six months. After the expiry of the time, the dictator had to give up power and go back to his former duties. When Rome became an empire, from the reign of Octavian, Senate gave him the honorific title of **emperor**. He became known as Emperor Augustus. This marked the beginning of the Roman Empire. From the date, Roman rulers adopted the name of emperor. But like before, they exercised the very powers as during the period of consulship.

#### 4. Social organization

The family held a central place in the Roman society. By law and custom, power at the household was vested exclusively in the eldest man, known as the '*pater familias*' or the father of the family. This individual had absolute authority over the family. He controlled all family property. He could sell a member of his household into slavery or even kill any member of the family without penalty. The father was equally the individual who protected the family, spoke on behalf of the family in public assemblies or in law courts. He also acted as the family's chief priest.

Roman women were in charge of the day to day management of their families. Generally in Rome, women enjoyed more freedom than in the Greek society. They had right to own property and testify in court. They also often provided advice to their husbands on business and politics. All members of the family

and by extension the clans, were supposed to uphold the principles of their ancestors.

The Roman society was divided into classes. At the top was a group of families which claimed that their ancestors had been “fathers” who had founded the city of Rome. These families were privileged and belonged to a class known as the **patrician**. They claimed that due to their ancestry, they had the right to make laws for Rome and its people.

The other class which brought together common farmers, artisans and merchants formed the **plebeians**. They were citizens with a number of rights, including the right to vote. However, they were considered to be below the patricians. In the Roman society thus, birth and not merit or wealth, was the sole determinant of an individual’s social and political status.

Voting when the Republic was founded in 509 BC was exercised by the patricians and plebeians. Slaves, women and children were not allowed to vote.

On food, the Romans observed very simple dietary practices. They usually ate the first meal of the day at around 11 O’clock. It consisted of bread, salad, olives, cheese, fruits, nuts and cold meat which had been left over from the previous night’s meal. They also had other meals such as breakfast and dinner.

## 5. Education

The formal schooling begun around 200 BC. In most of the Roman Empire, pupils began to learn at around age six and spent the next six to seven years in school. They learnt basics of reading, writing and counting. By age twelve, they were introduced to learning Latin, Greek grammar and literature after which, they undertook training for public speaking. Romans highly valued oratory. Good orators commanded respect from the rest of the society. It was for this reason, that one of the objectives of education and learning was becoming an astute orator.

## 6. Language

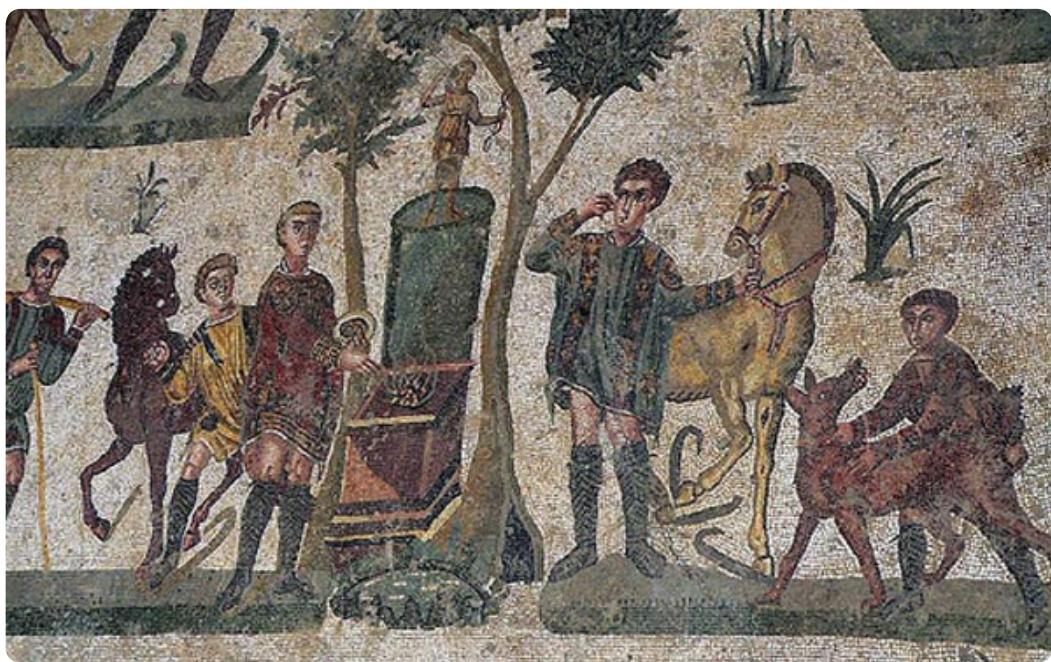
The Romans’ native language was Latin. This was a form of Italic language in the Indo-European family. There were several forms of Latin spoken in the empire. Silver Age Latin was the most popular. The language’s alphabet originally came from the Greek one. Greek was spoken by the well-educated elite. Most of the literature studied by Romans was in Greek. Latin in this area was mostly used by the Roman administrators and soldiers. Eventually, Greek replaced Latin as both the official written and spoken language of the eastern empire. The western empire used Latin. Later Latin was to spread in various dialects to Western

Europe as a distinct Romance language hence giving birth to Portuguese, Romania, French, Italian and Spanish.

## 7. Literature

Roman literature, like, its religion, was greatly inspired by the Greeks'. The earliest were historical epics which told the early history of Rome e.g. Augustus sponsored the historian, Livy, to document the history of Rome from its founding to the rule of Augustus. He did this in 142 Roman style books. Generally, Latin literature took many forms.

The expansion of the empire culminated to expansion in the type of literary works. Writers began to produce poetry, comedy, history and tragedy. Some of these works have survived in today e.g. "Histories" of Tacitus, Julius Ceasers' "Gallic wars" and Livy's "History of Rome".



*A piece of ancient Roman art*

During the reign of Augustus, the literature of the time is generally referred to as works of the Golden Epic.

Most literature of the "Golden Age" was vigorous, affirmative and uplifting. It mainly served political and propaganda ends. Whereas that of the silver age was characteristically less calm and balanced. Its effects are said, to have derived more often from self-conscious artifice. Most were intended to entertain than to instruct or uplift the mood of the reader.

## 8. Visual art

Roman art was greatly influenced by Etruscans – especially in portrayal of political issues. Greek art also influenced Roman art from the 3rd BCE. It surpassed the influence the Etruscans had exerted on the Romans. Many Roman homes were decorated with landscapes by Greek artists.

With time the Romans came up with their own styles. Some remarkable ones were: “Incrustation” in which the interior walls of houses were painted to resemble coloured marble. A second style involved painting interiors as open landscapes, with highly detailed scenes of plants, animals and buildings.

The Romans learned the art of sculpture from the Greeks. From the knowledge, they were able to create realistic portraits in stone. Much of the Roman art was practical in purpose. It was intended for public education.

The Roman artists were especially good in creating mosaics. These were pictures or designs made by setting small pieces of stone, glass, or tile onto a surface. Most villas, the country houses of the wealthy, had at least one coloured mosaic. Romans also made good works of painting. Most of the wealthy people had bright, large murals, called frescoes, painted directly on their walls.

## 9. Music

The society in Rome recognized and appreciated the vital role played by music in life. There was music during nightly dining and in military parades and maneuvers. Romans used a variety of musical instruments in their songs. Some of the main ones included tuba, cornu, flute, panpipes, lyre, lute, cithara, timpani, drums, hydraulis and the sistrum.

 Carta Encyclopedia, Dorling Kindersley	 Carta Encyclopedia, "Rihe mumu" from Polyphonies ((Cat. # Le Chant du Monde LDX 274) © 1996 Le Chant du Monde. All rights reserved., Dorling Kindersley	 Carta Encyclopedia, Dorling Kindersley	 Carta Encyclopedia, Dorling Kindersley
<b>Tuba</b>	<b>Panpipes</b>	<b>Lyre</b>	<b>Drums</b>

*Some Roman musical instruments*

## 10. Economy

In Imperial Rome, agriculture was the main economic activity. About 90% of the population engaged in farming. Most people survived on produce from their farms. Additional food stuffs (when needed) and luxury items for the rich were obtained through trade.

From the time of Augustus reign, a silver coin called a denarius was used as a medium of exchange. Existence of a common currency made commercial transactions throughout the empire. The coins often carried the likeness of the emperor or depicted a Roman achievement. A standard system of coinage developed in 269 BCE.

Transportation when carrying out trade was made easy by the existence of the Mediterranean Sea. Ships from the east travelled along the sea under the protection of the Roman's navy. Trade made cities on the eastern Coast of the Mediterranean to expand and become rich. Examples of these cities were: Corinth, Ephesus and Antioch.

A part from water transport, the empire had a good network of roads. Roads linked various places in the empire. The roads were originally built by the Roman army for military purposes. The most important were the silk roads, named for the overland routes on which silk from China reached the Romans.

## 11. Religion

The earliest Romans worshipped powerful spirits or divine forces, called *Mumina*. These spirits were thought to reside in everything around them. Closely related to these spirits were the *Lares*, for each family.

Interactions with the Greeks and Etruscans, made the Romans begin to associate the spirits with human like forms and individual personalities. The spirits now got Roman names and were honoured through rituals. People expected the gods and goddesses to give them favor and protect them from misfortunes.

In the empire, the state and religion were linked. The deities were symbols of the state. Individuals were expected to honour them in private rituals and in their homes. Priests also conducted public worship ceremonies in temples.

Polytheism or belief in more than one god, thrived in the Roman Empire. Among the most important gods and goddesses were Jupiter (father of the gods), Juno (Jupiter's wife who supposedly watched over women), Minerva (goddess a wisdom and of the arts and crafts) and Vesta (goddess of home). Emperor worship also came with the creation of the institution. It became part and parcel of the state religion of Rome. Priests were appointed to work for the governor.

Their religion depended on knowledge and the correct practice of prayer, ritual and sacrifice. They also never placed great emphasis on rewards and punishments after death. But unlike the Greeks, the Romans revered their ancestors, their “household gods” included deceased members of a lineage who were worshipped in order to ensure a family’s continued prosperity. Each home had a household shrine at which prayers and libations were offered to the family deity.

There was religious toleration in the Roman Empire. This witnessed varied religious traditions. People were expected to honour Roman gods and acknowledge the divine spirit of the empire and upon meeting these conditions; they had freedom to observe their other religious practices as they pleased.

## 12. Sports

In the ancient city of Rome, there was a place called the *campus*. Here, Roman soldiers conducted military exercises. Later the campus became Rome’s track and field playground. Other urban centres in the empire copied the campus in their centres and military settlements.

The youth in the urban centres, assembled in the campus to play, exercise and perform inappropriate acts. These acts included: jumping, wrestling, boxing and racing, riding, throwing and swimming. In the rural areas, people also participated in fishing and hunting. Women were prohibited from partaking of these activities.

There were several ball games which could be found in Ancient Rome. These included: dice (*Tesserae* or *tali*) Roman Chess (*Latrunculi*) Roman Checkers (*Calculi*), tic-tac-toe (*Terni Lapilli*) and *Ludus duodecim Scriptorum* and *Tabula*.

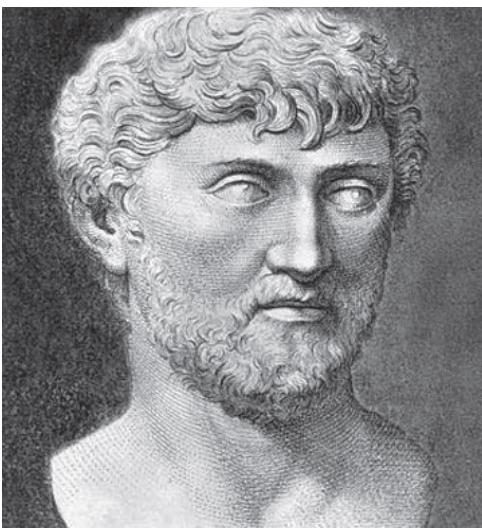
## 13. Philosophy

Roman philosophy heavily borrowed from its Greek predecessor. Two major philosophical schools – Cynism and stoicism – derived from Greek religion and philosophy became prominent in the Roman Empire in the 1st and 2nd Century AD. These two philosophies were fairly merged in the early years of the Roman Empire.

The two philosophies expressed negative views on civilisation, something which was reflected in their adherent way of life. Cynicism upheld that civilisation was corrupt and people needed to break away from it and its trappings while stoicism, on the other hand, taught that one must surrender all earthly things and assist others.

Apart from the philosophical schools we have mentioned above, there was also Epicureanism. The most renowned of its Roman exponents was Lucretius (98- 35B C). He expresses the view that everything is a product of mechanical evolution, including human beings and their habits and beliefs. He however admitted the existence of the gods but saw them as living in eternal peace, neither creating nor governing the universe.

Cicero wrote in a rich and elegant Latin prose style that has never been surpassed. His prose became a standard for composition and has been up to today.



*Carving of Lucretius*



*A carving of Cicero*

#### 14. Militarization

The Roman society was highly militarized. Citizenship for provincials could be obtained after 25 years of military service. The army doubled as an army corps of engineers. They built roads and other forms of infrastructure such as aqueducts.

Rome fought mercilessly with its neighbours. It had most of its male population pass through military service. This made it a highly militarized state. Even leaders had to have passed through the military to be accepted to lead. Political career of an individual could only commence after ten years of service in the military.

The Roman Civilisation spread to all the lands they controlled. This happened through trade and conquest. Its location along the Mediterranean region enabled people to pursue their commercial interests, while their military nature allowed them to register victories in their enemies' camps. Once they had brought an area to their fold, the Roman administrators helped to spread their civilisation in the areas.



## Application activity 1.2

Examine the elements of the Greek and Roman civilisations as they have been described by history authors.

### 1.3 Contributions of the Greek and Roman Civilisation

#### Activity 1.3



Use the Internet, the encyclopedia and History textbook to find out the contribution of the Greek and Roman civilisations with special focus on the Rwandan context.

#### 1.3.1 Contributions of the Greek Civilisation

- Sports:** In sports we owe to the Greeks the Olympic Games which are held after every four years. The games are today a global event which attracts teams from various nations in different parts the World, Rwanda included.
- Literature:** Greeks pioneered drama as a form of entertainment. They performed plays which explored the struggles made by individuals to free themselves from the imperfections in their characters. The playwrights balanced their tragedies with comedies. They are famous for their love and appreciation of literature especially poems and plays. The world today has borrowed heavily from their rules and habits for writing, reaching and theatre arts performance. Some of their plays are still being performed in different parts of the World today.
- History:** The Ancient Greeks are credited with developing history as a distinct discipline of study. Prior to this, history was considered to be part of literature. Herodotus, father of history, constructed a narrative of the Persians wars using critical methods and interpretative framework. Later, Thucydides (460 – 400 B .C) used scientific methods in writing the History of the Peloponnesian war. He used the analytic methods borrowed from science and philosophy in writing the history so as to produce 'an exact knowledge of the past as an aid to the interpretation of the future.' The Greeks were the first people to develop history.
- Philosophy:** Philosophy is the study of nature and meaning of the universe and of human life. The Greeks believed in rational explanation for the existence of the universe or wise people. The philosophers tried to understand humanity's relationship to nature, the gods, individual to

another and between the individual and the groups of human society. Some of the most famous philosophers of ancient Greece are Socrates, Plato, Aristotle, Zeno, and Epicurus.

**5. Science and Mathematics:** Greeks made most pronounced legacy in science and mathematics. Various personalities made numerous contributions. A few examples include:

Authors	Field	Accomplishment
<b>Aristarchus of Samos</b> living around 200 B.C	Astronomy	<ul style="list-style-type: none"><li>- He discovered that the earth and the other planet revolved around the sun.</li><li>- He concluded that the sun is larger than the earth.</li></ul>
Eratosthenes	Astronomy	He discovered that the earth is spherical.
<b>Euclid</b> around 300 B.C,  A black and white engraving of Euclid, an ancient Greek mathematician. He is depicted from the chest up, wearing a traditional himation over a chiton. He has a long, full beard and is looking slightly to his left with a thoughtful expression. <small>THE DEAGOSTINI ARCHIVE</small>	Mathematics	In his school at Alexandria, Euclid borrowed from the ideas of other scientists from Mesopotamia and Greece and developed the basic principles of geometry. Later other Greek mathematicians developed trigonometry. In schools today, students still study Euclid geometry. Euclid also noted that light travels in straight lines and described the law of reflection.

<b>Archimedes</b> (287 -212 BC)	Mathematics	<p>He was a student of Euclid. He developed various laws of physics. His discoveries included: the principle of determining specific gravity and the basic principle of the modern conveyor belt. He is also said to have known the use of the pulley system and the lever and once used them to pull a loaded ship out of the sea and brought it to the beach. Today, there is even a screw pump which bears his name.</p>
Hero	Science	<p>Living in Alexandria, around 100 BC, Hero made a long list of inventions some of which includes a fire engine and steam engine.</p>
<b>Hippocrates</b> (460?-377?BC),	Medicine	<p>Hippocrates is known today as the father of medicine. He believed that sickness is a result of natural cause and not a product of god's anger. He formulated the Hippocratic Oath which outlines the responsibilities of the medical profession up to today.</p>

Herophilus (200 B.C.)	Science	<p>He made several discoveries on how the body functions. The main ones were that blood is pumped from the heart through the arteries to other parts of the body, the pulse is vital in revelation of sickness, there exists a relationship between the brains and the nerves and lastly, the brain is divided into many sections, each with its own functions in controlling various parts of the body.</p>
<b>Thales of Miletus</b> (640 – 610 to 548 – 545 BC )	Science	<p>He revised the calendar, brought Babylonian mathematical knowledge to Greece and used geometry to solve problems such as calculating the height of pyramids and the distances of ships from the shore. Thales studied astronomy in Babylon and came back home and predicted the eclipse of the sun.</p>

**Pythagoras** (569 – 475 B.C.).



Mathematics

He was a philosopher and mathematician. He studied astronomy and geometry before founding the Pythagorean cult. The cult was devoted to the study of numbers which they saw as concrete. As a mathematician, Pythagoras also investigated the ratios of lengths corresponding to musical harmonies and developed methods of geometric proof. In geometry, he developed the Pythagoras theory or Hypotenuse theorem that is still being used today.

## 6. Architecture

Ancient Greeks excelled in great architectural works. Most of the formulas they invented as early as the 6th Century B.C have informed the world of architecture for the past two millennia. They built temples, theatre and stadiums which are still the envy of the present world. We owe today our theatres and stadium designs to this Ancient civilisation. Greek architecture still influences many people today. The US Supreme Court design, for example, was influenced by the Parthenon, the Greek temple to the goddess Athena.



*Part of the United States of America Supreme Court showing Greek architecture*

## **7. Government and Law**

Greeks are credited for introducing and practicing democracy, the system of checks and balances in government, equality before the law and active citizen participation in the civic functions of the state. They also brought the issue of political and civil rights which were limited to citizens of a city state. Athens was the first Greek city to set up a democratic government. Today, the principles of democracy spread all over in the world.

## **8. Art, music and dance**

Greek art, music and dance have exercised an enormous influence on the culture of the present world. In art they made sculptures and statues of stones marble, limestone and clay. On music and dance, Greek folk music and the ballad-like reciting of epic poetry. The Greeks civilisations as can be seen from these contributions left a rich legacy to the modern world. However, it equally had weaknesses. Women and slaves had no political rights. Foreigners were also prohibited from owning land. These made the Greek system to be discriminative by today's standards.

## **9. Religion**

The Greeks shared a common religion and belief system. They believed in many gods and goddesses. Their belief system was also made up of heroes and myths.

Greek gods and goddesses had human appearance. They also bore human characteristics and attributes. The deities participated directly in human affairs according to Greek beliefs. In addition, the Greeks believed in oracles to tell the future and to give prophesies.

Today, religion is common to humanity. It is based on a system of beliefs just as during the Ancient Greek period. Belief in oracles is still practiced in games and sports and many other fields of human endeavor. The belief in existence of gods (or god), life after death, provision of sacrifices and offerings to god, command of divine powers over human life and observance of festivals and rituals in religious life, were evident in the Greek Civilisation. We owe these partly to the Greek Civilisation.

## **10. Belief in military power of a country**

Sparta was renowned for her military power. She built an army which proved fatal to other Greek city – states and beyond. War was glorified and every effort was made to train boys to serve in the military. Today, all world states have developed their military along almost similar lines. A might of a nation is partly seen through its military capability.

### **1.3.2 Contributions of the Roman Civilisation**

The Romans made countless contributions to us in virtually all the fields. Today, we use some of their inventions and innovations. The main ones include:

- 1. Christianity:** The romans have promoted Christian religion. Rome allowed Christianity to spread and flourish in her empire. Today, Christianity is one of the major world religions.
- 2. Government:** Representative democracy was reflected in the Roman republican system. Senators represented groups of people thus bringing an element of democracy. Power was distributed and not concentrated in one office. This form of government has been emulated by governments in the world today. In a way too, the Roman division of their republic into three branches: The Consuls (who served as judges and army leaders) the Senators (who acted as political advisers) and the Assembly (made up of army members whose role was to approve or reject laws) mirrors the separation of powers found in democratic governments today. Like modern democracies, the Romans through their "Twelve Tablets" had something similar to a written constitution.
- 3. Architecture:** Architecture is one field in which the Romans made great strides in. Their knowledge and skills have been acquired in the modern world. Their architectural styles were evident in use of improved arches and columns of the Greeks; the rounded domes, sculptures, frescos and mosaics. They also used concrete, mortar and cement. This enabled them to develop some structures which have withstood the test of time such as the pantheon and the colosseum.



*The Roman colosseum*

Roman engineering skills were also evident in the construction of aqueducts. These structures were made across rivers, and included large networks of underground channels which supplied water to cities and valleys.

Today all the innovations of Romans have made our life easy. Buildings, bridges and harbours and pipeline transport for water are in use in virtually every part of the world. The Roman architectural styles have also been copied in many parts of the world e.g. the US capital building, the Lincoln memorial and most state capitals in the USA.



*Roman aqueduct*

4. **Entertainment:** Our idea for mass entertainment came from the Romans. People were entertained in the forum and in the colosseum, Rome's amphitheater which had a capacity of accommodating 60,000 persons. Games were played, sports were held, musical and theatrical performances, public executions and gladiatorial combat performed. Today mass entertainment is a feature of modern humanity.
5. **Romans introduced the idea of urban planning:** The romans were the first people to introduce the idea of city planning. Roman Empire had well planned towns linked by a good road network, portions of which exist up today. The cities were very well planned with very well street, avenues and quarters. Modern man used this knowledge to improve and come up with advanced modern urban planning.
6. **Roads:** Roman roads have greatly influenced our modern road construction. Some of these roads are still in use today. Their highways were straight, plane and resistant to damage. Like today's highways, these roads use the most direct route to connect cities.
7. **Calendar:** The Julian calendar (named after its inventor, Galus Julius "Ceasar") gave a lot to the modern calendar which was reformed by Pope Gregory 1600 years later. The calendar is still being used the way it was in many Greek Orthodox churches. Our modern calendar has retained the names of the months as they were in the Julian calendar. All the months' names are derived from Latin e.g. January (from "Janus", god of the beginning of times) February (from "Februa" a Roman festival),

March (from "Mars" the god of war), April (from "aspire" meaning "open", referring to the blossoming of plants in spring), May (from "maia," goddess of fertility), June (from "Juno", goddess of women and marriage, hence the expression "June bride"), July (from Julius Ceasar himself), August (from emperor Augustus), September (7th" as March was the first month at the time), and, October (8th), November (9th) and December (10th month). The use of calendar has remained in today's society.

8. **Law:** The modern world has also borrowed a lot from the Roman law. To maintain law and order, Romans were law-making people. Roman legal principles are still used in France, Italy, and Latin America.
9. **Literature, philosophy and history:** Romans were good writers of stories, poems, literature; painting walls, Poetry and use of satire in verse in literature were popular in the Ancient Roman Empire. The Romans respected philosophy's contribution to society. They were guided by Greek philosophical schools. The Romans spread ideas of these philosophies to the areas they controlled. Today, the world owes a lot in these three fields to the Romans. Even some of the books they wrote in literature, philosophy and history have been interpreted in other languages and are still being used today.
10. **Art:** Art was another area where the Romans have left an indelible mark. Uses of realism, idealism and revealing of an individual's character in a piece of art have their origin in Ancient Rome. Today, art is dominated with these qualities. We can also not forget the idea of beautifying homes with works of art in the modern society. This was also popularized by the Romans. Uses of frescoes and mosaic have also their roots in ancient Rome.
11. **The Latin language.** It became the intellectual language in Europe. Today the Roman alphabet is still widely used in the whole world. For instance, Latin was the official language of business, education, law, government and arts and in the contemporary world Romance languages include Spanish, French, Italian, Portuguese and Romanian. Latin has influenced the English language widely to the extent that Latin is a source of many English words like audio, face, graduate, homicide, labour etc.
12. **Currency and trade:** Throughout their reign, the Romans maintained a stable currency and a prosperous international trade. Stability of currency and promotion of international trade, are today still vital economic issues.
13. **Romans are remembered for roman numerals I, II, III, IV, V, X, L, C, D, M,** Roman calendar of **AD** (Latin for Anno Domini or After Birth of Christ; also After Common Era) and **BC** (Before the birth of Christ; also Before Common Era).

**14. Romans are remembered of their military organization** in sections, companies and platoons.

**15. Engineering:** Roman builders had invented many construction techniques like building of roads with many layers of stones which are still used today.

Greek and roman civilisation left a good number of legacies to the modern world. These contributions include mathematics, engineering, medicine, Olympic Games, Literature, philosophy, history Government and Law, architecture Art, music and dance, Religion, urban planning, Christianity, Government, Latin language, roman numerals, engineering and many others. **All these contributions are applied to Rwanda.** Let's consider few examples to prove this truth to Rwanda. The Latin language which is a roman contribution is today taught in seminary schools in Rwanda. The Latin language is also the mother of Romances languages which are the Spanish, Italian, French and Portuguese among others. French is an official language in Rwanda.

Latin has influenced the English language widely to the extent that Latin is a source of many English words like audio, face, graduate, homicide, labour etc. This English is also used in Rwanda as an official language. In sports we owe to the Greeks the Olympic Games which are held after every four years. The games are today a global event which attracts teams from various nations in different parts the World and Rwanda included because Rwandans participated in Olympic Games for many times.



### Application activity 1.3

Identify the legacies of Greek and Romans civilisations visible in Rwanda to date.

### Skills Lab



With reference to various contributions of the ancient civilisations to Rwanda, imitate either Greeks or Romans to create one feature of your choice and present it to the class.



### End unit assessment 1

- 1) What is civilisation?
- 2) Using maps, locate Greece and Italy where Greek and Roman civilisation developed respectively.
- 3) What achievements is the Greek philosopher Pythagoras credited with?
- 4) Explain the elements of Greek and Roman civilisations.
- 5) Discuss the contributions of Greek and Roman civilisations to Rwanda.

# UNIT 2

## POLITICAL, ECONOMIC AND INTELLECTUAL DEVELOPMENTS IN THE MEDIEVAL AND MODERN TIMES.

### Key Unit competence:

The student-teacher should be able to examine the political, economic and intellectual progresses in the medieval and modern times.



### Introductory activity

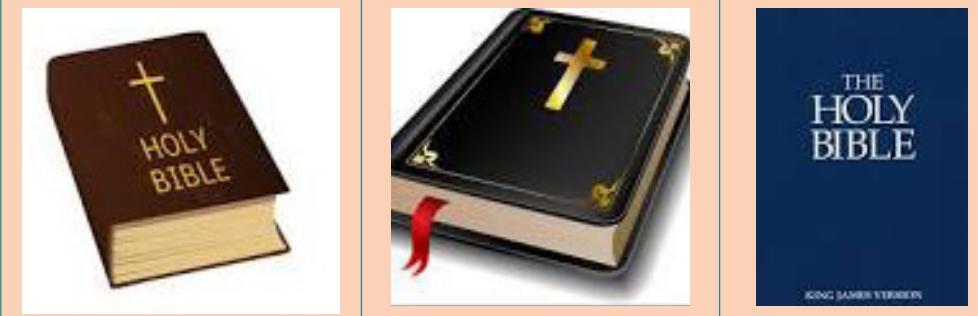
The medieval times also known as Middle Ages was the period between 300AD to 1500AD. The medieval period saw two major world religions such as Christianity and Islam and they attracted many followers in different parts of the world. Middle ages was also marked by European early explorations. The impacts of these religions and explorations were further to be witnessed in the modern times. The period begun from 1500AD up to date. Modern time also witnessed enlightenment era known as the age of reason that took place between 1720 and 1790. Use internet, textbooks, maps, photographs and media to answer the questions below:

1. Describe the origin, spread and effects of Christianity and Islam.
2. Show the relationship between Islam and Christianity in the middle and modern times.
3. Analyse the causes and effects of the early exploration.
4. Examine the ideas of Philosophers.
5. Discuss the impacts of the ideas of the era of enlightenment.

## 2.1. Origin, spread and effects of Christianity and Islam in Europe and the rest of the World

### 2.1.1. Christianity

#### Learning activity 2.1.1



Observe the photos above and use internet, textbooks, maps, photographs and media to research on origin, spread and effects of Christianity in Europe and the rest of the world and answer the following question:

Discuss the origin, spread and effects of Christianity.

#### Origin of Christianity

Christianity emerged from a Jewish background. Christianity was founded by Jesus Christ of Nazareth over 2,000 years ago. Jesus was a Jew who was born in Bethlehem. Upon attaining 30 years of age, he began his public life which involved preaching about the way God wanted human beings to act towards one another. He made many followers who believed in his teachings and actions.

He was the Son of God but born through Mary and Joseph. Jesus was born at about 4 BC at almost the same time Rome took over the Jewish Kingdom. He was thus both a Jew and a Roman subject. He was born during the reign of Emperor Augustus. Information on him is found in the four Gospel books in the Bible, which are; Matthew, Mark, Luke and John.

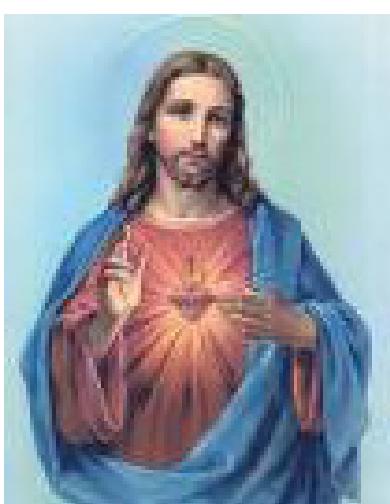
According to the gospels, Jesus grew up in the village of Nazareth in northern Palestine. It is said that each year he went with his parents, Joseph and Mary, to Jerusalem to celebrate the Passover. This is a Jewish ceremony which commemorated the Israelites' exodus from slavery in Egypt. During the visits, Jesus displayed an amazing knowledge of religious matters which impressed Jewish scholars of the time. Jesus began to attract large crowds through his teachings, especially when word went round that he performed miracles of

healing. This made his followers to equate him with the legendary Messiah or anointed King sent by God to lead the Jewish people to freedom. They even said that before conception, an angel called Gabriel told Jesus' mother that she would give birth to the Messiah. "He will be great," said the Angel, "and will be called the Son of the Most High God." Mary's pregnancy was believed to have been supernatural. She did not conceive with Joseph because she was a virgin.

Paul of Tarsus, a Jew and a Roman citizen did much to spread Christianity in the Roman Empire. He travelled extensively in Eastern Mediterranean spreading the faith. The letters he wrote constitute the earliest Christian writings. His interpretation of Christ's teachings, which divorced it from following the Jewish traditions, enabled it to spread widely in the non-Jewish communities. He argued that Christ had brought the one detailed in the Hebrew Bible.

Christianity was further supported by Emperor Constantine's conversion to the faith. The emperor made efforts to see the faith embedded in the Roman Empire for example through the Edict of Milan, all forms of religious worship were legalized in the empire. Constantine reached the decision with his co-ruler, Licinius. The Edict made the faith to be granted imperial recognition in the Roman world. Many Roman emperors took to Christianity after the end of Constantine's reign. The faith thus received official support, and spread in most parts of the empire – Europe included.

Christianity survived the fall of Rome and Grew to be one of the major influences on Western civilisations.



*Jesus Christ*

#### **Basic teachings of Jesus:**

1. Fatherhood of God.
2. Golden Rule (doing to others what you want others do to you).
3. Forgiveness and love of one's enemies.
4. Repayment of evil with good.
5. Self-denial.
6. Condemning hypocrisy and greed.
7. Oppose ceremonialism as essence of religion.
8. Imminent approach to the end of the world.
9. Resurrection of the dead and establishment of heaven.

## **Spread of Christianity in Europe and the rest of the world**

### **Factors that facilitated the spread of Christianity in Roman Empire**

From Palestine, Christianity spread to other parts of the Roman Empire and beyond. There are many reasons which have been advanced for the spread and success of Christianity in the Roman Empire and they include the following:

- Christianity had changed people's behavior to leave the traditional customs and religions.
- Christianity spread the idea of a unique God.
- The belief in life after death taught by Christianity attracted many non-believers.
- Stability and peace in Rome also helped in the spread of Christianity.
- In 312AD, Emperor Constantine I authorized the Romans to convert to Christianity and he allowed the use of government money to support Christianity in Rome and Jerusalem.
- The good communication network in the Roman Empire enabled in the guide and spread of Christianity. E.g. good roads.
- The good examples shown by the Christian community also helped in the spread of Christianity, where pagans admired believers.
- The good examples shown by the Christian community also helped in the spread of Christianity where pagans admired behavior.
- People wanted the love, kindness and security that Christianity offered.
- In 392, Emperor Theodosius made Christianity the official religion of the Roman Empire and outlawed all other religions.

### **Spread of Christianity**

The support Christianity got from the Roman emperors greatly contributed to its spread in areas under Roman Ruler. Most of these lands were in Europe and to some extent Asia and parts of Africa. Christianity with the political backing from the Roman rulers grew rapidly with time. It was the religion of choice of people in various parts of the world.

### **Expansion (30-65 AD)**

This period witnessed the spread of Christianity from Jerusalem to other parts of the world starting with Rome. They took a threefold approach at this time: Kerygma (proclamation of gospel message), didache (further teaching and explanation of Christianity to new converts who had accepted the Kerygma) and finally, the worship and liturgical activity of the early communities gathered together especially to celebrate the supper of the Lord.

## **Persecution (AD 65 -90)**

The first period of expansion ended in 65 AD. By 70 AD persecution of Christians commenced. This persecution was spearheaded by Emperor Nero. Life for Jews and Christians alike became unbearable in the Roman Empire. Inspite of this, Christians were happy and believed in Christ. They soldiered on. A host of Roman emperors led in Persecution of Christians. It began with Emperor Nero (54 -68 AD) then came Decius (250 -251 AD), Galerius (who was in charge of the Eastern part of the Roman Empire during the reign of Emperor Diocletian (284- 305 AD). There were equally those emperors who supported Christianity. The most notable one was Constantine (312 -337 AD). Others were Valerian (251-260 AD) Diocletian (284 -305 AD) and lastly Theodosius I. The emperors who supported Christianity greatly contributed to its spread in the Roman Empire, Europe and some parts of Asia and Africa.

During the period of persecution, the Christians were outlawed and hunted down like criminals. Many were killed due to their faith. Many Christians were undeterred by the persecutions and they remained steadfast in their spread of the faith. They produced written gospel literature during this time. The presence of eyewitnesses and the excellent uncluttered memories of those times were sufficient enough. The recording of the teachings of Christ was partly necessitated by the disappearance of the eyewitnesses due to persecution of Christians thus making them disappear at an alarming rate. Peter and Paul, who were some of the disciples of Jesus Christ, were killed in Rome for their faith and another disciple by the name of James was killed in Jerusalem. Apart from the killing, Christianity was also under the threat from new ideas and heresies. All this made recording of the story and teachings of Christ very important. It would provide a fixed, written definitive account, which would be available for the increasing number of converts. The Gospel of Mark opened the floor to others. Mark was the disciple and interpreter of Peter. He thus recorded Peter's preaching. Luke was also to do the same for Paul. The Gospel of Luke and Mathew were written towards the end of A.D 96. Mathew had a Jewish audience in mind while Mark, had a Roman one. Luke on the other hand had a Gentile world in mind. He sought to put straight on Christianity amidst the hostility, false accusations and misunderstanding which Christians aroused.

## **Effects of Christianity in Europe and the rest of the world**

- **Emergence of monotheism:** Previously communities were polytheists. It was Christianity which brought the belief in one supreme God. It preached against the existence of many gods and goddesses. The Christian God was all-powerful and was believed to have been the creator of everything in the universe and beyond.

- **Belief in salvation:** Christianity brought individualism in humanity's relationship with God. An individual was required to receive salvation in order to enter the heavenly kingdom. This was to be seen in ones' behaviour both to God and secondly to fellow human beings. Good behaviour thus became a practice in society.
- **Promotion of justice in society:** The pillar of Christ's teachings was justice. All Christians were expected to be just in all their dealings. As a result, Christians developed a just society where the interests of all were respected.
- **Promotion of equality in society:** Christians did not tolerate discrimination. Discrimination of women slaves, non-Jews and later racism, was not encouraged. People were treated as equals in spite of their differences.
- **Promotion of social services:** Christians strongly believed in serving others. From an early time, Christian monks and nuns traversed different parts of the world spreading spiritual, physiological and mental food. They spearheaded provision of medical, educational and other social services in lands where they spread their faith. In Africa and many parts of Asia, it was the missionaries who opened up services. In both the Middle Ages and later, education became a path for upward mobility and employment. This was first done by Cathedral schools which later developed into universities e.g. University of Paris.
- **Development of infrastructure:** Roads and buildings were constructed in different parts of the world courtesy of the missionaries. Christians travelled to remote areas which were lacking infrastructure. They helped stimulate the making of such areas accessible.
- **Promotion of Western culture:** Originally, Christianity was Jewish in cultural orientation. This however changed when most of Europe embraced the faith. The western world gave Christianity some aspects of its culture. These came to be part and parcel of the faith. Today, most of these cultural practices have been adopted by Christians in different parts of the world. Christianity equally evolved its unique culture, e.g., it came up with the Eucharist – these involved converts taking the blessed bread and wine. It was a symbol of God's sacrifice for unity with his people.
- **Encouragement of trade and urbanization:** During the crusades, Christians evolved commercial relations with the Muslim states they waged the war against. Mostly, the crusades stimulated the demand for luxury goods. Population of towns increased thus leading to rapid urbanization.
- **Adoption of new ideas:** The interaction between the Christians and Muslim groups during the crusades enabled Muslim ideas to find their

way in Europe. In an equal measure, western ideas found their way in the areas traversed by the Christian traders, e.g. new translations of texts by Aristotle, texts on astronomy, numerals and paper, made their way across the trade routes.

- **Loss of lives and destruction of property:** Christians organized crusades against the non-adherents to the faith. This involved waging wars which brought untold suffering, loss of lives and destruction of property to the victims. The crusades took place in the 11th and 12th centuries. They were holy wars sponsored by the Pope to recover holy land from the Muslims. These crusades grew partially out of long conflicts between Muslims and Christians in Spain. The crusaders believed they would receive spiritual merit and earn a place in paradise.
- **Discrimination in society:** Even though Christianity taught on equality of persons, the Christians discriminated the non-Christians in various ways. Many non-Christians were excluded from certain privileges. This in itself was discriminative hence encouraging inequality in the society.

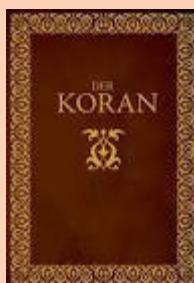
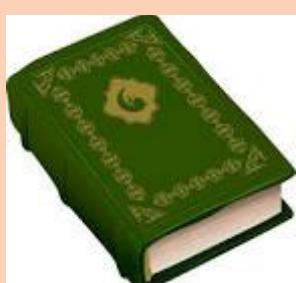


### Application activity 2.1.1

- 1) Explain the origin of Christianity.
- 2) Describe the spread of Christianity.
- 3) Discuss the effects of Christianity to the world.

### 2.1.2. Islam

#### Learning activity 2.1.2



Observe the photos above and use internet, textbooks, maps, photographs and media to research on the origin, spread and effects of Islam in Europe and the rest of the world and answer the following question:

Describe the origin, spread and effects of Islam.

## Origin of Islam

The word **Islam** means submission to Allah (Arabic word for God). The followers of Islam are known as Muslims (ones who submit). The Islamic religion was founded by Arab merchant named **Mohammed**. He came to be known as the prophet of Allah or God. In the 7<sup>th</sup>c, Islam originated from **Mecca and Medina**. **The Koran** is the holy book of Islam and it contains the teachings of Prophet **Mohammed** that were revealed to him by **Allah**.



## The birth of Muhammad

Muhammad was born in Mecca around AD. 570. In his youth, he worked as a shepherd among the Bedouin Arabs. Later, he led caravans across the desert and became a successful merchant at the age of 25. He married Khadija, a wealthy widow who ran a prosperous caravan business. Islam developed in two cities – Mecca and Yathrib (Medina).

Muhammad received a series of spiritual revelations from God. These were to form the religious basis of Islam. He met with opposition to the new faith but managed to place it upon firm foundations. The prophet was very religious.

He often went to a cave outside Mecca to quietly contemplate spiritual matters. At about the age of 40, he had a spiritual vision. While meditating in the cave, an angel spoke to him. Angel Gabriel was communicating with him. This happened from time to time and Muhammad discussed it with his wife Khadija and close friends. These people accepted the seriousness and truthfulness of the revelations. They were later written and are today what are contained in the Quran, the Muslim holy book. Muhammad started to convey the content of some of his revelations to a wider public around AD 613. Some people found the message appealing, particularly that a single God was the source of all power and goodness in the world. The message was especially attractive to the poor

and those who were not in power. It was attractive because it transcended tribal groupings hence a challenge to the tribal leaders.

### **Spread of Islam**

Islamic expansion was carried out through Jihads, Trade and Education.

At first, the teaching of Muhammad did not change Mecca's people from their old way of praying idols and human sacrifices. He escaped to Medina. In Medina, he preached by the use of force or Jihad (holy war). Muhammad and his followers spread the faith by conquest and persuasion. Those who tried to oppose Islam, were killed. Sword was the main instrument of conversion for example if you died in the act of killing disbelievers, they would go straight to heaven and see the presence of God. By 8<sup>th</sup>c, Islam expanded to Egypt, Perce, Berber, Spain, Turkey, Iraq, Palestine, Syria and Tunisia.

### **Factors that led to the rapid spread of Islam**

- **Prophet Muhammad's military expeditions:** The prophet was a good military organizer. He led his army from Medina to many successful excursions in Mecca and other areas.
- **Role of merchants:** Muslim merchants spread their religion during their commercial activities in other areas. Islam thus easily spread along the busy trade routes of western Arabia.
- **The Hajj ceremonies:** Every Muslim, as we have already learnt, was expected to make a pilgrimage to Mecca at least once in a lifetime. This ceremony brought Muslims from various places together. It bound them and made them to put all efforts at spreading the faith.
- **Decline of the Eastern Roman and Persian empires:** The fall of the Byzantine (Eastern Roman Empire) and Persian Empire created a power vacuum which was easily filled by Islam.
- **Teachings of the Quran:** Arabs were passionate in their new faith. This was strengthened by the teachings of the Quran which held that wars fought for God were just. A warrior killed in a jihad or holy war, was promised immediate entry into paradise.
- **Use of a mixture of force and diplomacy to win converts:** Muslims used jihads and diplomacy to spread the faith. Force which involved using jihads was employed on large un-cooperative groups. The Muslim traders used diplomacy to spread Islam. The merchants spread Islam to West and East Africa, Malaysia, Indonesia and Philippines.

## The teachings of Islam

Islam is based on two basic truths in what is called the Islamic creed. The creed of Islam is **La ilaha il'Allah, Muhammadan Rasoulu Allaha** simple statement in two parts translated as "**There is no God but Allah, and Muhammad is the messenger of Allah.**" This is the shahada (witness) and expresses the very heart of the Islamic creed.

1. The first part of the creed means that: '**there is no God but Allah the Almighty**'.
2. The second part of the creed is that '**Muhammad is the messenger of God**'.

Muslims accept these two basic statements in the heart, that there really is one God, supreme and unique, and that the revelation given through Prophet Muhammad by Allah is genuine, final and complete, and super cedes all revelations that came before it.

The teachings of Islam are based on the revelations Prophet Muhammad received from God. They were first memorised by the prophet before they were written in the Quran. Muslims believe that the original books from where these revelations were got are in heaven with God. To Muslims, God will not reveal anything else beyond the Quran. They regard **Muhammad** as the medium through which God's revelations reach humanity.

Muslims believe that the Quran is the direct word of God. It contains 114 chapters, or suras. The chapters are divided into verses called Ayah.

Adherents of Islam have five principal duties which they are obliged to fulfill as part of the faith. These are usually termed the **five pillars**. They constitute the main teachings of the Quran. The five pillars are discussed below.

1. **Profession of faith/creed (Shahadah):** All Muslims are expected to utter the following statement: "**There is no god but Allah and Muhammad is the messenger of the God.**" This statement is to be uttered by new converts and is also the principal means by which an individual asserts his or her adherence to Islam. It stresses that for Muslims, there is only one God and the belief in one God (monotheism) is central to the Islamic faith.
2. **Ritual prayer (Salah):** It requires that Muslims who may pray to God at any time of the day **to pray five times a day**, using certain words while facing Mecca. The prayers are also accompanied by certain forms of kneeling and bowing (prostrations). This form of prayer is known as Salah and should be preceded by ritual washing to create a sense of spiritual cleanliness prior to prayers in what is known as wudu. Where there is no

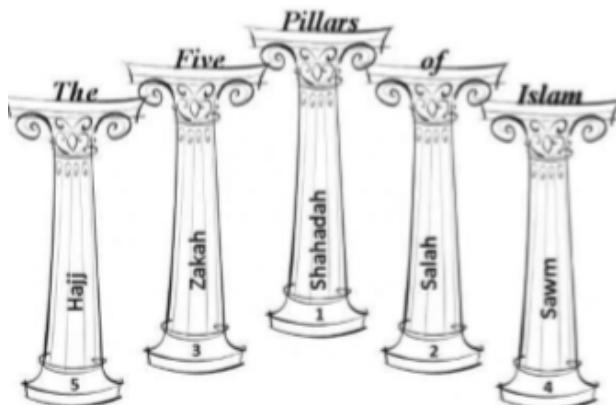
mosque, a clean and peaceful place is used and a prayer mat is placed on the ground as a symbol of spiritual cleanliness. The ritual prayers take place on five occasions during the day: at **daybreak**, **midday**, the **middle of the afternoon**, at **sunset** and during the **evening**. The main prayer time of the week is at noon on Fridays. These prayers are said by the Imam, who also gives a sermon based on a few verses from the Quran.

### Islamic prayer



3. **Giving of alms (Zakat):** Zakat is regarded as a requirement in Islam. It does not stop Muslims from giving money or goods to charity at any time. The alms usually consist of giving two and a half percent of one's income, and perhaps other assets to charity or deserving causes. There are however, variations in the income and goods which form its basis, how it should be donated and how it should be collected. Communities may differ on who is required to give the alms. The zakat collected is often used not only to support those in financial need, but also to help with passing the message of Islam onto others.
4. **Fasting during the holy month of Ramadhan (Swam):** Ramadhan is usually marked in the ninth month of the Islamic calendar. The fast is observed from sunrise to sunset for a total of 30 days. All Muslim adults are prohibited from taking food or drink during the day. This occasion is a period which Muslims demonstrate great discipline, both in a physical sense and in a spiritual sense. They also contemplate God and the religious life. At sunset each day during Ramadhan, Muslims eat a light meal to break the fast. Later in the evening, there is a much more substantial meal taken together with family members. People visit the mosque in the evening for prayers and to take part in the special events marked during the holy month. After a night's sleep, people wake up early to take a light meal which they will survive on up to evening. Towards the end of Ramadhan there are special celebrations. One important celebration is a celebration symbolising the first night during which Prophet Muhammad received revelation from God. The conclusion of the fast of Ramadhan is usually graced by great celebration, when family members gather and offer each other presents. This festival is known as Eid-Ul-Fitr.

**5. Making of pilgrimage to Mecca:** This is also known as **hajj**. A Muslim is expected, where possible, to make the pilgrimage at least once during one's lifetime. The event is held every year at approximately the same time. This date is usually between certain specific days on the 12th month of the Islamic calendar. Prophet Muhammad made a hajj in AD 632. Most of the tradition and celebratory features of the hajj are based on this visit. During the pilgrimage, people visit Mecca, the neighbouring towns and sites of religious significance in the history of Islam. There is a particular dress code for men and women. The first place to be visited is the Kaaba (a large cube-shaped building covered in black cloth at the time of the Hajj). In one corner of it, there is a black stone which was said to have been given to Ibrahim (Abraham) by Angel Jibril (Gabriel). The Kaaba is situated in the grand mosque in Mecca. Pilgrims walk around it seven times, moving in an anti-clockwise direction. All Muslims are expected to "fight" to further the faith and to defend it against any acts that might seek to undermine Islam. Jihad may at times involve a physical struggle.



### The Five Pillars

Arabic name	Meaning	How often must this be done
Shahadah	Declaration of faith	Throughout your life
Salah	Ritual prayer	Five times each year
Zakat	Welfare payment	Once a year
Sawm	Fasting in Ramadan	One month a year
Hajj	Pilgrimage to Mecca	Once a lifetime

### Effects of Islam in Europe and the rest of the world

Islam had both positive and negative consequences in Europe and the rest of the world.

**Arab scientists called alchemists** tried to turn base metals, such as tin, iron and lead, into gold and silver. Arabs are considered the founder of modern chemistry.

### **Astronomy and Geography**

Arab astronomers studied the heaven and gave many stars the names they still have today. They determined the size and circumference of the earth. From their studies they concluded that the earth might be round. Additionally, the Astronomer geographers created the first accurate map of the World. They accurately described the eclipses of the Sun and proved that the Moon affects the oceans.

### **Mathematics**

Arab mathematicians invented algebra and introduced it to Europeans. Arab mathematicians also borrow the zero and the numerals 1-9, from Hindu mathematicians in India and passed them on to Europeans.

### **Medicine**

Arab doctors had to pass an exam before they could practice medicine. The Arabs established the World's first School of pharmacy and opened the World's first drug stores. They organized medical clinics that travelled through the empire proving drugs and care for the sick. Arab doctors were the first to discover that blood circulates or is carried to and from the heart. They were also the first to diagnose certain diseases, that Tuberculosis is contagious. They also discovered that one way to prevent illness from spreading is to keep the sick people apart from those who are not infected.

### **Arabs also made many contributions in arts**

One of the best known writings is The Arabian Nights, a collection of tales put together from Persian stories. They designed swords, books, Mosques, etc.



*Islamic Mosque*

- **History**

At first Arab historians wrote about events one year at a time. Then they began to organize events around rules and peoples, which is what most historians do today.

- **In literature**

Arabic language influenced English. E.g. tariff, traffic magazine, alcohol, Muslim, sugar, algebra, etc.

- **Trade**

Muslims penetrated Asia, China, Africa, India and Europe for trading reasons.

- **Chemistry**

They discovered different chemical processes like distillation, filtration and sublimation.

- **Belief in monotheism**

Muslims believed in only one God-Allah and his prophet was (is) Muhammad. People reached Allah through prayers. Islam also brought an end to paganism in areas it controlled.

- **Loss of life and destruction of property**

This issued from the Jihads. It involved waging a physical struggle against nonbelievers who threatened Islam. The wars led to massive loss of lives and destruction of property.

- **Division of Muslims**

At first Islam had uniform adherents. But due to interpretation of the faith vis-à-vis leadership, divisions occurred. This led to the emergence of the Sunni and Shi'a. Each has interpreted the teachings of the prophet differently.

- **Change in dietary habits**

Islam brought some dietary regulations on its adherents. Acceptable foods were (and are) called 'Halal' while forbidden ones are called "Haraam". Muslims have since stuck to these dietary regulations.



### Application activity 2.1.2

1. Examine the origin of Islam.
2. Describe the spread of Islam.
3. Discuss the effects Islam to the world.

## 2.2. Relationships between Islam and Christianity in the middle and modern times.

### Learning activity 2.3



Use internet, textbooks, maps, photographs and media to research on the causes and effects of crusades and jihads to answer to the following questions:

- 1) Examine the causes of crusades.
- 2) Identify the effects of crusades.
- 3) Explain the causes and effects of jihad movements in West Africa.

### 2.2.1. The christian crusades (1097-1271)

Crusades were religious military holy wars or expeditions carried out by the Christians of Western Europe under the leadership of pope Urban II against the Muslim Turks of Eastern Europe in order to liberate the holy land of Jerusalem. These Christian holy wars involved a series of military campaigns where pope Urban II appealed to Christian soldiers to carry the cross in a struggle to purify Christianity and stop the spread of Islam.

In 1095 at Clermont in southern France while addressing churchmen and nobles, Pope Urban II made one of the most moving speeches in history. "... Jerusalem a land fruitful above all others, a paradise of delights, the royal city, situated at the centre of the Earth, implores you to come to her aid. Undertake the journey eagerly for the remission of your sins, and be assured of the reward of imperishable glory in the kingdom of Heaven." As the pope concluded his speech, a feeling of intense excitement swept through the crowd, with many believers chanting, "God wills it, God wills it."

During the medieval times, Christians thought of Palestine, and all other places connected with the life and works of Jesus, as the Holy land and as early as 200 AD, Christians from Europe had begun making pilgrimages to Jerusalem.

However, in the 7<sup>th</sup> century AD, the Muslim conquered Palestine. Despite the Arab conquest, Christians were tolerated by the Arabs, and they continued visiting the holy sites. The situation changed in 1071 when Seljuk Turks (an extremist Arab tribe) captured Palestine and started mistreating Christian pilgrims, charging them large sums of money to access Jerusalem. The Seljuk Turks had recently stormed Baghdad, taken Jerusalem, and conquered all Asia Minor from the Byzantine Greeks. This prompted pope Urban II to appeal to the Christians to join the crusades to liberate Jerusalem. The first crusade in 1097 was followed by seven additional ones. However, only the first was successful.

### **Causes of crusades**

- The desire to liberate Jerusalem: Christian desired to liberate Jerusalem (Christian holy land) from Turkish Muslim domination led to Crusades. Begun in about 1071 and followed by killing and heavy taxation of Christian pilgrims. The Muslims had also destroyed the holy places, sacred to Christians but of no religious significance to Muslims.
- The crusades were also intended to re-unite the Christians in the west (Roman Catholics) with those in the East (Orthodox Christians). In 1054, the Christian church experienced a schism, a heresy which split the Christian faith in two, because the Byzantine Christians had denied the supremacy of the pope as head of the church, causing a rift between the two. Pope Urban hoped to settle the differences between the Byzantine and the roman Christians through a successful crusade against a common enemy, "the accursed Muslims", as the pope called to them.
- Crusades were organized also to completely eliminate Islam from the face of the earth. The crusades could therefore help to purify Christianity and stop the spread of the Islam especially in Europe.
- Some Christians joined the crusades because they wanted to go to heaven. These were inspired by the religious zeal. It was believed that if one died in a crusade (Holy war), his/her sins would be forgiven and it was a sign of spiritual fulfillment. This therefore forced many to join the crusades hoping that if they died in action, paradise awaited them.
- Some Christians hoped that through the crusades, they would conquer and loot great wealth from the Arab world and become rich men.
- Some crusaders especially merchants, joined the crusades in order to protect their monopoly over the Mediterranean Sea trade, threatened by the possibility that their trade routes would be lost if Muslims expanded to Spain and Italy. By means of a crusade, the western merchants would defeat and drive the Muslim back and thereby also take control of the important trading centers of Antioch, Damascus and Jerusalem, which Muslims had controlled for centuries.

- Many Christians joined the crusades as a sign of obedience to Pope Urban II. The pope had unquestionable powers and therefore given orders from him, all Christians felt obliged to join the crusades.
- The pope was also motivated to launch a holy war with an army of crusaders, knights from all over Europe's kingdoms to display his power as the leader of all Christians.
- Some joined Crusades as a sign of obedience to the Pope.
- Love for adventure made people to join Crusades. Many Christians joined Crusades in order to know what was happening beyond their home land.

### **Effects of crusades**

- The Crusades led to loss of lives: just like any armed conflict, the crusades were destructive as many crusaders and civilians lost their lives. In the first crusade, about 80% of the crusaders died. Thousands of Muslims were slaughtered in Jerusalem including those who took cover in Solomon's Temple.
- Crusades led to destruction of properties: like houses, the crusaders re-sacked Constantinople and the looters set fire that burned much of the city including libraries priceless ancient documents and artefacts.
- Crusades increased (widened) the enmity between Moslems and Christianity up today.
- The Crusades brought humiliation and disrespect to the Church leaders especially the pope who preached and assured victory, but at the end, the Crusaders were defeated.
- Crusades helped to create unity among Christians from different parts of Europe. That is to say Christians from Western Europe and Eastern Europe.
- Crusades to some extent, stopped the spread of Islam, in some parts of Europe, and this is the reason as to why Islam is not widely spread in Europe.
- The Crusades helped spread of civilisation: where Christians from the West adopted the culture of Eastern Europe which quite civilised.
- Crusades led to complete collapse of Christian influence in holy places.
- Crusades led to disruption of economic activities: in Eastern Europe, during the fighting, there was insecurity which disorganized trade and commerce.
- The Christians of Western Europe learnt about gunpowder from Moslems, who had also learnt it from Chinese.

## **2.2.2. Jihad movements in west Africa**

A **jihad** is an Islamic religious movement or a **holy war** that is fought by fanatic Muslims against those who do not believe in their faith. It aims at spreading, purifying and strengthening Islam.

The 18<sup>th</sup> and 19<sup>th</sup> centuries saw a wave of jihads or Islamic movements in northern Sudan. Although, the causes were religious, they had a mixture of political, economic and intellectual causes.

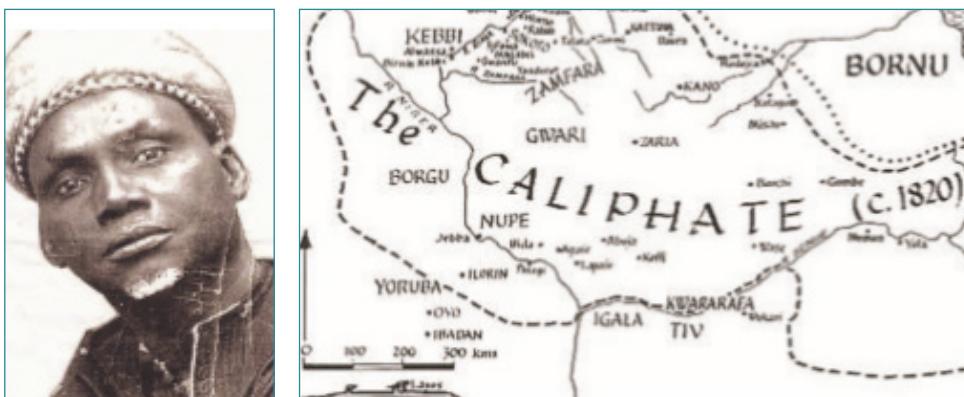
The first jihads in West Africa took place in Guinea in Futa Jallon in 1720s. They were led by Ibrahim Musa. In the 1770s there was yet another jihad in Senegal in Futa Toro led by Sulayman Bal. In 1808, Uthman Dan Fadio started holy wars in the Hausa states (Daura, Kano, Katsina, Zaria, Rano, Gobir and Hiram). Other West African jihadists were Seku Ahmadu of Macina, Al Hajj Umar of Tukolor and Ahmed Bello.

### **Causes of Jihads in West Africa**

- **Need to purify Islam:** After the decline of Mali and Songhai, there was a decline in Islam in western Sudan. Islam was mixed with pagan practices. Therefore, there was a need to revive Islam.
- **To stop unfair judgments in courts of law:** There was a lot of corruption and bribery in the courts which were against the teaching of Islam.
- **Local political competition:** The Fulani were discriminated. The Fulani leaders of the jihads aimed at overthrowing the government of the Hausa people and to establish a government favourable to their people.
- **Widespread belief in the Mahdi (Savior):** According to the Muslims, a Mahdi was supposed to emerge during the 13th century of the Islamic calendar. This started from 1785 to 1882.
- **Need to overthrow pagan governments:** The jihadists wanted to establish governments based on Islamic rule. Strict Muslims in West Africa could not tolerate rule by pagans. Muslims were also forced to go to war against fellow Muslims which was contrary to Islamic practice.
- **To spread Islam:** This was aimed at the people who had resisted conversion to Islam. Thus they would be forced to join Islam.
- **Desire to spread Islamic education:** Through the conversion of pagans who were against Islamic education, the jihadists hoped to build an ideal Islamic society through education.
- **Over taxation:** Governments in western Sudan imposed heavy taxes on the Fulani town merchants while the Fulani pastoralists or nomads were opposed to the heavy taxation.

- **Methods used to collect taxes:** The tax collectors were harsh. They whipped and imprisoned the people who failed to pay. Some of the property was confiscated. This is why the people welcomed Islam.
- **Defence of African independence:** The West Africans joined jihads in order to protect their independence and fight against slave trade. This was because according to Sharia, no Muslim is supposed to enslave or sell another Muslim. Therefore, the time was right for a revolution that only needed someone to start it. This was provided by the arrival of men filled with religious zeal and reformist ideas and with the ability to lead and organise. For example, Uthman Dan Fodio, Al Hajji Umar, Seku Ahmadu among others.
- **The belief that the end of the world was going to come soon:** The belief that the world was going to come soon made people to Jihads.
- **Most of the Hausa rulers were corrupt.** The need to overthrow corrupt Hausa rulers who were corrupt caused the Jihad wars in West Africa. They embezzled government resources and the taxes collected remained in the hands of the few. This forced the Fulani Jihads to rebel hence the Jihad wars.

### **Example of the Jihad leader**



**Uthman Dan Fodio and his caliphate.** (Source: Google.rw/image)

### **Uthman Dan Fodio**

The first jihad in western Sudan took place in Hausa land in 1804. This jihad was led by Uthman Dan Fodio. He was a Fulani and a scholar. He was born in 1754 at Martha in Gobir.

He received Islamic education from various teachers but finally he ended up in Agades under the famous Islamic teacher Jibril Ibn Umar. At the age of 20, he started his career as a writer and teacher in Senegal. From here, he started

missionary tours in Hausa land, especially Zamfara, Kebbi and Daura in his preaching and writing, he attacked all unreligious tendencies. He condemned corrupt and unjust governments, and illegal taxation. He insisted on complete acceptance of the spiritual and moral values of Islam.

He soon mobilised a large number of followers. Most of these believed that he was the Mahdi or the saviour. His fame attracted the administration of Sultan Bawa, the leader of Gobir. He was employed as the tutor of the Sultan's son. All these increased Fodio's influence.

Because of this influence, he successfully negotiated with Sultan Bawa of Gobir to release all Muslim prisoners. He also requested the king to grant freedom of worship and also exempt Muslims from un-Islamic taxes.

Unfortunately, Bawa was succeeded by Sultan Nafata and later Yunfa who did not support Uthman Dan Fodio. Because of Uthman's growing influence, Yunfa arranged the assassination of Fodio but he managed to escape.

Along with his brother Abdullah and son Mohammed Bello, Fodio escaped to Gudu outside Gobir. At Gudu, many Fulani tribesmen joined him and he was elected commander of the faithful, Amir Al Munimin. He then, declared a jihad on the non-believers in 1804 and confronted Yunfa's army.

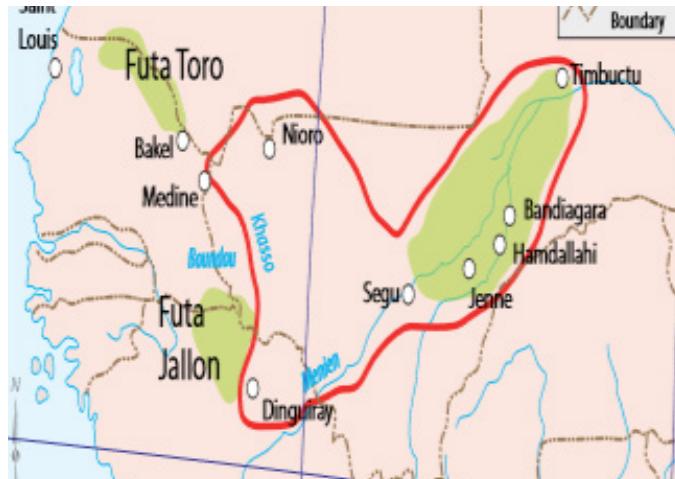
After a prolonged fight, Yunfa's army was defeated and he was killed at Akolawa. Serious resistance against Fodio's army collapsed in 1809. Immediately, Fodio declared the Sokoto Caliphate and he became the undisputed caliph.

Once the conquest period was over, Fodio returned to his work of writing books since he was basically an Islamic scholar.

He divided the empire between his son and his brother. Mohammed Bello his son was in charge of the eastern region and Abdullah his brother the western region. Fodio died in 1817 and his son Mohammed Bello was recognised as the caliph of the Sokoto Caliphate.

### **Consequences of Jihads in West Africa**

- The jihads led to closer contacts with the outside world. This was true with Saudi Arabia and the Middle East. In fact a pilgrimage made by Al Hajji Umar to Mecca in 1825 further exposed the Sudan to the outside world.



Al Hajji Umar

- They led to the spread and revival of Islamic culture for example the way of dressing with items such as the veil, the turban and the daily prayers and the hijra.
- Literate Muslim officials were employed by kings and emperors as clerks, secretaries, judges, auditors, inspectors and teachers. This strengthened Islamic way of life.
- Large and powerful Islamic states were formed under Muslim rulers like Uthman Dan Fodio of Sokoto, Muhammad Bello of Sokoto, Seku Ahmad of Macina, Al Hajji Umar of Tokolar and Al Kanemi of Dinguiray.
- They caused clashes and conflicts between the pagans and the Muslims. For example there was enslavement of non-Muslims as permitted by the Koran. This led to tribal wars and antagonism.
- Strong states emerged to resist European infiltration. Jihads united the masses and their leaders against French colonialists.
- A Centralised system of administration was introduced and managed according to the Koran.
- There was the stabilisation and efficient management of the economy in the Islamic states.
- They abolished unlawful taxes and levied taxes as stipulated in the holy Koran.
- They led to the decline of the African traditional religions. This is because leaders of traditional religion and people who refused to change to Islam were executed.
- The jihads checked the spread of Christianity in West Africa. This is because the Christian Missionaries were not allowed to enter Muslim lands.



### Application activity 2.3

- 1) Explain the term crusades.
- 2) Discuss the causes of crusades.
- 3) Identify the effects of crusades.
- 4) Discuss the effects of jihad movements in West Africa.

### 2.3. Causes and the effects of the early explorations.

#### Learning activity 2.3

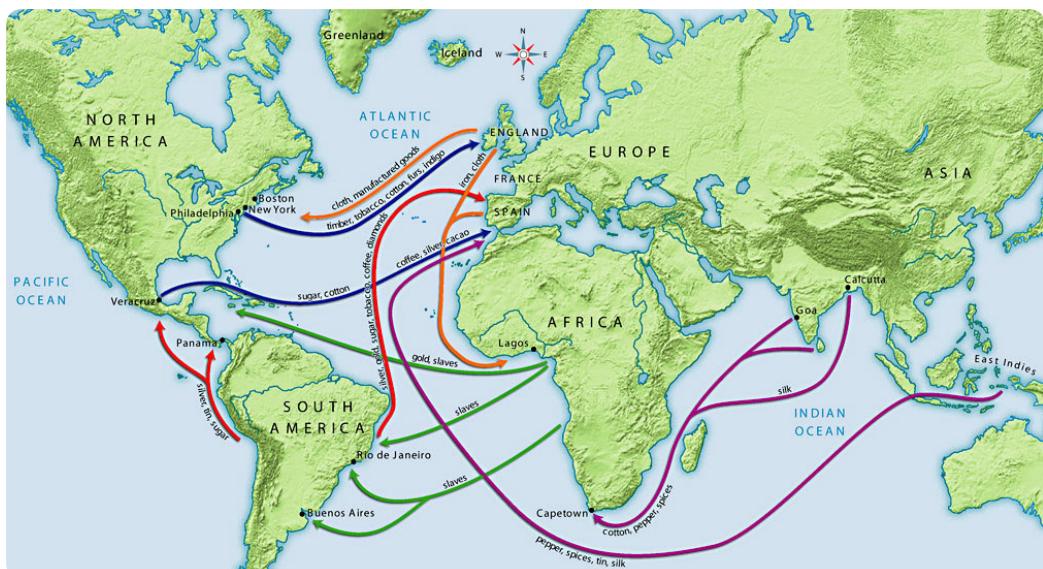


Use internet, textbooks, maps, photographs and media to research on the causes and effects of early explorations and answer the questions below:

- 1) Identify the causes of early exploration.
- 2) Explain the effects of early exploration.

To explore refers to search for the purpose of, or obtaining information or resources. Europe led the rest of the world in early explorations. Various countries made voyages of exploration to distant lands away from Europe. Europeans sailed and explored the rest of the world. They were mainly searching for material wealth. Explorers came mainly from Portugal, Spain, Netherlands, Britain, and later, France.

*Map showing early exploration routes*



Early exploration is also known as the age of discovery was a time characterised by the explosive overseas expansion of European civilisation. The European nation states of Western Europe, led by Portugal, embarked on a series of explorations and colonisation whose impact was felt in virtually every part of the world. This development represents the first and earliest manifestation of globalisation.

### **Causes for early explorations**

The early explorations were caused by many factors. The main ones were:

#### **i) The explorations were made possible by advances in science**

The main advances in science and technology that had been occasioned by discoveries during the renaissance period were:

- Widespread dissemination of newly rediscovered geographical knowledge about the earth; especially the realisation that it was round and not flat.
- Much improved and detailed maps, sea charts and star charts used for navigation.
- The application of an improved compass for establishing direction.
- Effective use of the astrolabe used in determining latitude.
- The development of the ship's rudder and geared steering system.
- Improvements in cannon fabrication and use aboard ships; used for offensive and defensive purposes.
- Basic education and marine training instituted for ship's officers and sailors.

#### **ii) Commerce**

There existed a profitable commerce between European states and the regions of Asia. Europeans had a high appetite for goods from the Asian countries. However, the trade was dominated by traders and merchants from Asia, the Near East and Italians. These people grew rich and powerful by selling a variety of goods to Europe. Spices were the most valued goods at the time. The European powers wanted to equally benefit from this trade from the 15<sup>th</sup> Century. Spain and Portugal wanted to break the monopoly enjoyed by the Asiatic states and the Italian traders. To achieve this, they financed voyages to try and find sea route to the Far East and therefore, to completely bypass the overland route through the middle East to Asia. Apart from the goods from Asia, cloves from the coastal regions of East Africa, pepper, curry, nutmeg, ginger, cinnamon and other spices added new and very popular elements to the food consumed by the Europeans who could afford such luxury items.

### **iii) Curiosity to understand the nations and civilisations of Asia**

Europeans are said to have become increasingly curious and interested about the nations and civilisations of the orient. They wanted to get more information about the regions especially in India and China. Many Europeans were eager to get information about the “strange” and unknown worlds beyond the boundaries of Europe. The thirst and quest for knowledge about people, civilisations, continents and other dimensions, greatly encouraged the spirit of overseas travel and exploration.

### **iv) Desire for colonies**

Monarchs in Europe desired to get colonies in other parts of the world so as to shore up trade and wealth. They were also aware of the capacity of the colonies to provide their states with prestige. This made the rulers to go out of their way to support the voyages of exploration. Rulers took great risks to channel capital investment and manpower necessary to make the missions successful.

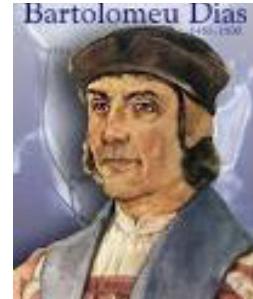
### **v) Desire to spread christianity**

The Europeans also expected to spread Christianity to other parts of the world. Many Portuguese and Spaniard traders remotely intended to convert those they came into contact with during their commercial excursion.

### **vi) National prestige and power**

Exploration was also influenced by power politics. European states were led by desire for prestige and power. This made the search of Gold and Glory be intertwined in the countries’ quest for knowledge and wealth.

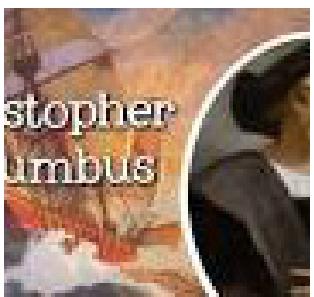
## Example of some early explorers

Explorer	Route and area explored
 <b>Diego Cao</b>	<p>Diego Cao was a Portuguese explorer and one of the most remarkable navigable navigators of the golden age of geographical discoveries who made two voyages sailing along the west coast of Africa in 1480s. He was the first European known to see and enter the Congo River and to explore the West Africa coast between Cape St. Catherine and Cape Cross almost from the equator to Walvis Bay. When King John II of Portugal revived the work of Henry Navigator, he sent out to Cão to open up the African coast still further beyond the Equator. The mouth and estuary of the Congo was now discovered, and marked by a Padrao, or Stone pillar erected on Shark point, showing evidence of the Sovereignty of Portugal; the great river was also climbed up for a short distance and communication was opened with the natives of the Bakongo kingdom.</p>
 <b>Bartholomew Diaz</b>	<p>Bartholomew Diaz was a Portuguese explorer who sailed around the southernmost tip of Africa in 1488. Continuing East, he sailed as far as Great Fish river. Diaz wanted to continue on to India but was forced to turn back when his crew refused to make the journey. It was only on the return voyage that he discovered the Cape of Good Hope in May 1488. He originally named the Cape of good Hope, the "Cape of Storms" (Cabo das Tormantas). It was later renamed by king John (II) of Portugal as the Cape of Good Hope (Cabo da Boa Esperança) because of the opening of a route to the East.</p>



**Vasco Da Gama  
(1460-1524)**

Vasco Da Gama (1460-1524) was a Portuguese explorer who discovered an ocean route from Portugal to East. Da Gama rounded Africa's Cape of Good Hope and continued on to India. After many steps in Africa and the problems with Muslim traders who did not want interference in their profitable trade routes, Da Gama reached Calcutta in India on May 20, 1498.



**Christopher  
Columbus**

He was a skilled navigator from Genoa, Italy. Columbus believed that the World was round, not flat. He had tried many years to convince different rulers to allow him make a voyage to prove his point. In 1492, Queen of Spain listened to his plan and agreed to support him.

At first, the voyage went well. And when they reached longer at sea, the crew urged Columbus to turn back. When, he refused, they began to threaten a mutiny. Columbus promised to turn back if land was not sighted within 3 days. The night of the second day Columbus landed at San Salvador, an outer Island in the Bahamas.

Columbus thought he had reached the Indies, so he called the people living on the Island Indians. For this reason, Native Americans are still called red Indian.

In January 1493, Columbus headed back to Spain. He brought with him pieces of gold, parrots, cotton, other plants, animals and a few "Indians".

He never realized, he had discovered the new World, which was later named America, after the explorer Amerigo Vespucci.



**Amerigo Vespucci**

He was an Italian explorer and cartographer (a specialist in drawing maps). The continent of America was named after him, using the feminine Latin version of his first name.

In Latin, **Amerigo** is Americus (male) and **Ameriga** is America (female).



**Ferdinand  
Magellan**

He was a Spanish explorer. He wanted to find western route to Indies from 1519. From the strait, Magellan sailed on into a great body of calm water which he renamed the Pacific Ocean, because it was peaceful and calm.

He reached Philippine Islands and he converted the king to Christianity. He was killed in Philippines when he tried to force the chiefs and people of nearby Island to convert to Christianity.

Some ships were lost there and only remaining ships continued on into the Indian Ocean and around Africa. Finally, the ship arrived back to Spain in 1522. They had proved that the world is round. The voyage opened the Pacific Ocean to European ships.

### **Effects of early explorations**

The early explorations had long lasting effects on the history of the world. These were both positive and negative. The main ones included:

- Expansion of empire**

All the European powers which participated in the explorations built themselves large empires. For example, Portugal acquired Brazil in the New world and had numerous territories in Africa and Asia. Portugal controlled most of the African Atlantic and Indian seaboards, India and other parts of Asia.

Spain took most of the territories in the New world. She had settlements in the West Indies, Mexico, Central America, Florida, the south west areas of what later became the USA and California. Her riches in these areas made her the envy of rival powers.

- Spread of war in the colonies**

As the quest for colonies intensified in the new lands and areas outside Europe, colonial rivalries and economic competitions forced the major European powers into many conflicts. More often than not, these led to wars between the 16<sup>th</sup> to the 18<sup>th</sup> centuries due to overseas hostilities. Each power built its army and navy to safeguard or expand its colonial acquisition. England, for instance, fought bitter wars with Holland, France and Spain. By 1763, England, now called Great Britain, had emerged as the world's first modern super power.

- **Introduction of new products in Europe**

Expanded global trade brought many new products into European markets, commerce expanded as the quantity and type of imports increased. Some of the new food products were: maize, tobacco, chocolate, tea, quinine, tomatoes, peppers, indigo, sugar, rice and the king of them all. There were also products that the Europeans could not get enough of. Examples were: Chinese porcelain, silk and Indian cotton or calico cloth. These items were in addition to what had become known as “the spice trade” of the East Indies. These goods, coming in large numbers, improved the standard of living in Europe.

- **Slave trade**

Although slaves were considered goods, it is vital to treat it independent of the new products. At first a few slaves were captured by the explorers, but later armies and navies got involved. This saw large Africans being captured and sold as slaves to go and supply labour in the New world. The New world’s appetite seemed insatiable in the demands for slave labour in sugar, rice, indigo, tobacco and cotton plantations now dotting various parts of the continents. The demands for European markets and the lust for profits superseded any ethical or moral considerations when it came to slavery. Even the so called Christians turned a blind eye to the practice. It didn’t prick their conscience at all from the 15<sup>th</sup> Century when the Atlantic slave trade began in earnest. Africans were exposed to the horrors of the “middle passage” the pain and suffering slaves underwent as they crossed the Atlantic Ocean. This only stopped in the 19th Century. Slavery had grave consequences on the victim population.

- **Cultural exchange**

Exploration led to cultural exchange. People exchanged ideas, products, languages, and many other aspects of culture between Europe and the other civilisations. This is what has been referred to as the ‘Columbian Exchange’. Subsequent world history remains essentially the story of the results of the Columbian Exchange. Today, this is what underlies globalization. During the early exploration, both the European and the new communities were not spared the vagaries of cultural exchange. Each borrowed from one another.

- **Mineral exploitation**

The new world and areas outside Europe which were of interest to the explorers, had large deposits of minerals. When the European countries realized this, they embarked on a serious exercise of mineral exploitation in the New World. This was done by slave labour while in other areas, the indigenous communities were engaged forcefully. As a result, large quantities of minerals were shipped to Europe. Such minerals include: gold, silver, tin, copper and diamond. Gold and silver were minted into coins and used as currency.

- **Invention of the concept of insurance**

Governments and merchants tried to reduce and control their risks and losses due to overseas ventures by contributing a restricted amount to help in case of loss due to inflation or theft or accident. The amount paid into the fund was termed the insurance premium. This was the genesis of the insurance industry as we have it today. Investors thus received compensation from loss due to piracy, war, fire, storm, etc. The most famous of these insurance companies has survived to today. This is Lloyd's of London, founded in the 17th Century.

- **Shift of economic power base**

Commercial activities and trade networks shifted from the Mediterranean Sea and its bordering countries to the Atlantic Coastal nation-states. The Ottoman Empire, the Italian city states and the countries of North Africa entered a period of economic decline in economic and therefore, political in significance. Trade fell sharply across the Sahara Desert, Mediterranean Sea, Black Sea and even in the Baltic Sea. This made all these areas to witness both economic and political decline. This was in sharp contrast to developments in the Atlantic Coast. Here, there was an increase in power, wealth and importance. In fact, new nation-states emerged. These were mostly based upon powerful absolute monarchies a feature which was to be dominant in western civilisation from the 16<sup>th</sup> to the 18<sup>th</sup> centuries.

- **Increased population**

Early explorations also occasioned widespread demographic and social changes. There was increased migration while due to education, abundance of food and security, people's standard of living greatly increased. All these factors contributed to increased population. Job opportunities equally expanded the middle class. People moved to secure employment. With time, distinctions between classes: middle class, nobility and lower class, and even slaves became blurred. This was to be with time, lead to an end to distinctions of population along classes. All races found home in the New world. Some in favoured status while others, like Africans, as slaves. Nonetheless, all contributed to the rise in population.

- **Development of mercantilism**

The governments of European states developed a doctrine of economics called mercantilism. This was geared towards obtaining wealth from the new lands. The benefits would be felt by the ordinary citizens and rulers. This doctrine was pursued by virtually all the European powers. It was based on certain interrelated elements. They were:

- Nations must adopt economic policies that attract the most amounts of gold and silver.

- A nation should arrange its trading matters so that it exports more than it imports.
- A nation could increase its exports most advantageously if it subsidized and supported domestic manufacturing.
- Tariff levied on imported goods.
- To obtain as many colonies as practically possible.
- Limit or forbid the rise of colonial industries and the production of manufactured goods in the colonies.
- Prohibit colonies to trade with any other rival power except the mother country and ensure that any raw material from the colony is supplied by vessels from the mother country.
- Require the colonies to pay taxes to the mother country.

Colonies lived to satisfy the economic needs of the mother country. Mercantilism preceded the emergence of capitalism by about 200 years but it bore all the hallmarks of the latter. A free market economy was encouraged with strict government control. Business persons paid large fees to the government to enable it control monopolies over a particular product in even an entire sub-continent. Trade was thus undertaken by joint-stock companies.

- **Emergence of the banking industry**

The early explorations directly led to the accumulation of capital which necessitated the development of the banking industry. Banks sprung up to support business enterprises. They provided the services that were required to accommodate the increased supplies of gold and silver to the nation-states. Lending money to reliable customers in return for interest charges and bank services commenced. Banks also gave loans to governments to run their services, examples of outstanding banks were The Medici family of Florence in Italy and the German family of the Fuggers. These were family-ran banks. They were very successful. To reduce the challenges of the use of gold and silver, banks adopted innovative systems of exchange. This included the use of new ideas as bills of exchange (used in international trade) and adoption of bank notes (a kind of paper money printed by the primary bank involved in the transaction). Later banks also came up with cheque system. Cheques were mainly used in national, regional and local business transactions. Their use then, has not changed much as we have them today.

- **Emergence of the factory system**

Production moved from the guild system to factories. Large manufacturing industries were shifted to factories. Here products were produced in large quantities to satisfy the demands of the nation-states. These factories were the

precursors of the factory system of the industrial revolution of the 18<sup>th</sup> and 19<sup>th</sup> centuries. Apart from the factory system, the guild system was also bypassed by the use of the cottage industry. This involved people producing the goods in the comfort of their homes. The raw materials were brought by the rich business persons to the homes of the workers from where the latter made them into various products in exchange for payment for his or her labour.

- **Discovery of bio-diversity**

Early exploration led to the discovery of various animals and plants. New animal and plant species were now studied thus contributing to the field of scientific knowledge.

- **Spread of Christianity**

The explorers were partly driven with the motive of spreading Christianity. This was true of the Portuguese in East and Central African Coast. However, the Portuguese made little mark in as far as the spread of Christianity was concerned. They were more driven by the trade motive. Nonetheless, there were some areas away from the Portuguese dominated coastal regions of East and Central Africa where Christianity made a foothold. It became a dominant religion in the new worlds and in Goa and India.



#### Application activity 2.3

- 1) Examine the contribution of science and technology to early exploration.
- 2) Discuss the consequences of early exploration.

### 2.4. Ideas of philosophers/ Age of Enlightenment

#### Learning activity 2.4



Use internet, textbooks, photographs and media to research on Enlightenment era and answer the following questions.

- 1) Describe the ideas of philosophers.
- 2) Discuss the impact of the ideas of the Enlightenment era.

## Concepts of enlightenment

The enlightenment was a sprawling intellectual, philosophical, cultural, and social movement that spread throughout England, France, Germany, and other parts of Europe during the 1700s. It was an intellectual and philosophical movement that dominated the world of ideas in Europe during the 18<sup>th</sup> century, and later in North America. It is a term used to describe a time in Western philosophy and cultural life centred upon the eighteenth century, in which reason was advocated for as the primary source and legitimacy for authority.

The Age of Enlightenment or the Age of Reason was a period in Europe during the 17<sup>th</sup> and 18<sup>th</sup> centuries when many individuals refused to acknowledge the authority of the Scripture and instead exalted their own reason to a place of extreme authority. It was a period in which people rejected traditional ideas and supported a belief in human reason. Thus from 1650 to 1800, the European philosophers began rethinking old ideas about government, religion and economics. This movement was spearheaded by philosophers like Jean Jacques Rousseau, Baron Charles-Louis Montesquieu and Denis Diderot. They criticized different ideas, condemned prejudice and mistakes of the past. Based on reason, these philosophers criticized the religion, (They were against the religion of the state), the absolute monarchy and the society in general. They had a Slogan: liberty (freedom), equality and fraternity.

**A philosopher** is a person who seeks wisdom or enlightenment; a scholar or a thinker.

During this period, the use of reason in shaping people's ideas about the society and politics defined a period called the Enlightenment. People began to put great importance to reason, or logical thought. They used reason to try and solve problems such as poverty and war. It was believed that the use of reason could achieve three great goals: knowledge, freedom and happiness.

The occurrence of the Age of Enlightenment was due to political, scholarly and religious causes.

### **Politically**

- People believed and wanted economic improvement and political reforms and believed that both were possible.
- Rulers who believed in enlightened absolutism wanted to centralise their authority to reform their countries.
- They put the well-being of their country above anything else; including religion.
- Need for administrative reform in France after the wars of Louis XIV.

- The wars of Louis XIV left a huge debt and lots of commotion.
- Philosophers started to write topics that related to the government, politics and rights.
- People began thinking differently about these subjects and coming up with their own opinions; which, according to Kant, happens when someone is enlightened.

### **Scholarly**

- Growth of the print culture that made ideas circulate faster through books, journals, newspapers, and pamphlets.
- Isaac Newton and John Locke's ideas were the basis for the Enlightenment.
- Newton's tabula rasa (blank page) and other fundamental ideas were brought to the public.
- Newton's discoveries in science allowed people to question things more.
- People began to think the universe is understandable through science, not religion.
- Inspiration came from the Scientific Revolution.
- The discovery that the earth was not at the centre of the universe and the discovery that God had not created everything led to a new way of thought where the Church's validity was questioned.

### **Religiously**

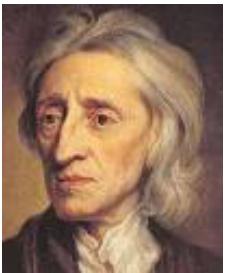
- Deism believed that rational and religion can be combined.
- Philosophers wanted to transform religion into an encouraging force to improve living.
- People started to think for themselves and disregarded the idea of following God's laws by following their "own" laws and thinking for themselves.

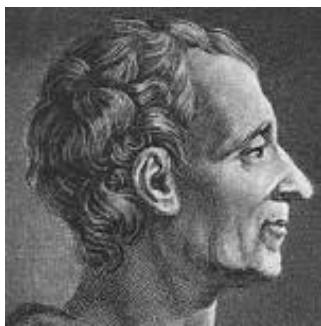
### **Characteristics of Enlightenment era**

- The Enlightenment or The Age of Reason was marked by the glorification of man's ability to reason.
- Science and development served as the backbone for the popularity of law and reason.
- Stability and peace were regarded as the symbols of this period.
- Greater cultural development took place but with the social desire of everyone remaining within the hierarchical order for stability to be established.

- At the same time, it should be borne in mind that due to the agrarian society evolving into an industrial economy, there was a great flux in the value system and the cultural background of England.
- Its participants thought that they were illuminating human intellect and culture after the 'dark' middle Ages.
- Characteristics of the Enlightenment include the rise of concepts such as reason, liberty and the scientific method. Enlightenment philosophy was sceptical of religion, especially the powerful Catholic Church.
- Independent thought was embraced, scepticism ran freely through work, and new values, including an emphasis on science, became quite common among the educated classes. Not surprisingly, this Enlightenment found its way to the literary world as well.
- This era was dominated by the Declaration of Independence and the thoughts of thinkers such as Thomas Jefferson, Alexander Hamilton and James Madison, who laid the founding stones of the modern free world that we enjoy today.

### Ideas of philosophers

Philosopher	Ideas of the philosopher
<b>John Locke (1632-1704)</b>  <p><b>Source:</b>  <a href="https://www.gettyimages.com/photos/john-locke">https://www.gettyimages.com/photos/john-locke</a></p>	<p><b>John Locke</b> was an English philosopher. He believed that people had natural rights like the right to live, the right to enjoy liberty and the right to own property. And according to Locke, if a ruler violated those natural rights, people had rights to overthrow him/her and replace him/her with another ruler who was pledge to observe and protect their rights. He called this agreement a <b>social contract</b>. Locke believed that also progress was certain if people would use their minds and follow reason.</p>



### **Baron Charles-Louis Montesquieu (1689-1755)**

Source: <https://www.google.rw/search?q=montesquieu+photos>.

He was a French philosopher. He is the founder of political science. His most important work is the book entitled "**The Spirit of Laws**".

After studying various existing governments, Montesquieu believed that power should be equally divided among the branches of government or separation of 3 powers: Legislative branch which made the law, Executive branch which enforced them, and Judicial branch which interpret the laws and judged when they were violated. His work powerfully influenced the writing of the constitutions in many countries including United States.

### **Jean Jacques Rousseau (1712-1778)**



Source: <https://danassays.wordpress.com/encyclopedia-of-the-essay/rousseau-jeanjacques/jean-jacques-rousseau/>

A Swiss philosopher. His famous book was "**social contract**" where the community was based on an understanding among the people. It went beyond Lock's idea of agreement between a ruler and a people. Rousseau's ideas influenced the growth of Ideas of **democracy**.

The main ideas of Jean Jacques Rousseau were:

- People are basically good but corrupted by the evils of society.
- Society needs an elected government (democracy).
- The community should be placed above individuals.
- Politics and morality are not separate.
- Government is a contract between the ruler and citizens.
- State is created to preserve freedom.
- All men are born free but everywhere they are in chains.



**Voltaire** was a French writer, Historian and philosopher. His famous work is that he advocated the **civil liberties** including freedom of religion, freedom of expression and separation of church from State. He is credited for this famous statement “*I dis-approve of what you say, but I will defend to death your right to say it.*”

### François Marie Arouet **Voltaire (1694-1778)**

Source: <https://rickrozoff.wordpress.com>.

### Denis Diderot (1713-1784)



Source: <https://www.google.rw/search?q=denis+diderot+photos>

**Denis Diderot** was a French philosopher, art critic and writer. Denis Diderot was the chief editor of the **Encyclopedia** that was a 28 volume book summarizing all subjects. Encyclopedia is a book where author expose methodologically or alphabetically the set of universal knowledge. He spent 30 years preparing the Encyclopedia in which articles of enlightenment philosophers were written.

## Impact of the ideas of the era of Enlightenment

We have already discussed at length the contributions of selected personalities during the age of reason to the modern world. Below is a summary of the contributions of Enlightenment to the modern world.

1. Emergence of modern European feminism: campaign for women's rights, including the right to vote, to hold public office, to work, to earn fair wages, equal pay and eliminate the gender pay gap, to own property, to receive education, to enter contracts, to have equal rights within marriage, and to have maternity leave.
2. Promotion of individual rights.
3. Separation between the Church and the State.
4. Promotion of democracy in the governance process.

5. Promotion of the capitalist ideology (Adam Smith and Marquis de Mirabeau). It encouraged individual ownership of wealth.
6. Separation of power of the three arms of government for efficiency in the governance process.
7. Provision of equal educational opportunities for both boys and girls.
8. Creation of an enabling environment for the child (learner).
9. Role of education in liberation.
10. Broadening of historiography (writing of history) so as to cover political, social and cultural aspects of humanity's life. They advocated for total history.
11. Promotion of aesthetics: This was marked by treatises and debates over abstract questions such as the nature of taste, beauty, the sublime, imagination and creativity, and by speculation on the relations between the arts.
12. Morality: The problem of moral values was central to the Enlightenment period. Revelation and traditional Christian doctrine were rejected. The demand for happiness and pleasure set the standards for morality. The Enlightenment period marked a turning point in human development. It made people to be rational. It had both moral and intellectual significance to humanity. This period was revolutionary. It destroyed myths by which people lived and proposed new myths of its own; many of which were later to be challenged in the second half of the 20th Century.

Enlightenment thinkers in Britain, in France and throughout Europe questioned the traditional authority and embraced the notion that humanity could be improved through rational change.

The American and French Revolutions were directly inspired by Enlightenment ideals and respectively marked the peak of its influence and the beginning of its decline. The Enlightenment ultimately gave way to the 19<sup>th</sup>-century Romanticism.

**Romanticism was the attitude or intellectual orientation that characterized many works of literature, painting, music, architecture, criticism, and historiography in Western civilisation era from the late 18<sup>th</sup>to the mid-19<sup>th</sup> century.**

The first effect of the Age of Enlightenment was a general rebel against the teachings of the Church. Earlier, the Church used to profess that God was the absolute power and the reason behind every occurrence. People used to believe in miracles. But with the age in discussion, all those were being questioned.

People deduced that there was scientific logic and reasons behind every happening around the World and not simply God's wish. Thus everybody began to stop believing the Church blindly and put their own reasoning behind everything. For this, that period is also called the Age of Reason.

The most apparent effect that followed the Age of Enlightenment was the development of new ideas in every field. Everybody also began to be intolerant to all the dictations made by their earlier faith. Economically, the Industrial Revolution happened, changing the very face of the then society in Europe as it gave rise to a new group of independent, wealthy and educated class of men.

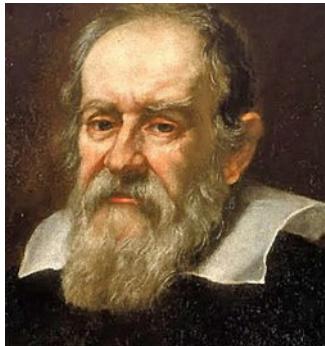
A whole new political scene emerged with the formation of nations and state, led by independent kings and parliaments. Earlier the Church was the supreme power, but after the enlightenment, it began to lose its position. All these paved way to the social and political scene that we know today.

The Enlightenment developed through a snowball effect, that is to say small advances triggered larger ones, and before Europe and the world knew it, almost two centuries of philosophizing and innovation had ensued.

During this period, people like **John Amos Comenius** (1592-1670), the father of modern education, fostered the belief that education should “**follow the natural order of things**”. Children’s development follows a timetable of its own and their education should reflect that fact. They should be allowed to learn at their own pace and learn by doing.

John Amos Comenius was an innovator who first introduced pictorial textbooks written in native language instead of Latin. He applied effective teaching based on the natural gradual growth from simple to more comprehensive concepts. He supported lifelong learning and development of logical thinking by moving from dull memorization. Three most important contributions that he made are: books with illustrations, education with the senses, social reform-educate the poor as well as the rich.

During the Age of Enlightenment, there were many discoveries in the fields of earth science and astronomy, as notables such as Johannes Kepler and Galileo Galilei took the old, beloved “truths” of Aristotle and disproved them. Thinkers such as René Descartes and Francis Bacon revised the scientific method, setting the stage for Isaac Newton and his landmark discoveries in Physics.



Galileo Galilei (15 February 1564-24 January 1642) was an Italian polymath (a person of wide knowledge or learning). Galileo was a central figure in the transition from natural philosophy to modern science and in the transformation of the scientific Renaissance into a scientific revolution

### **Galileo Galilei.**

Source:[http://www.newworldencyclopedia.org/entry/Galileo\\_Galilei](http://www.newworldencyclopedia.org/entry/Galileo_Galilei).



### **Johannes Kepler**

Source: <https://www.google.rw/search?q=Johannes+Kepler+photos>

Johannes Kepler (27 December 1571-15 November 1630), was a German astronomer famous for laws of planetary motion. These laws are known as Kepler laws.

Kepler published the first textbook of Astronomy entitled 'Epitome of Copernican astronomy, 1618-1621' which brought all Kepler discoveries together in a single volume.

Kepler proposed that the sun emits a force that diminishes inversely with distance and pushes the planet around in their orbits.

From these discoveries there emerged a system for observing the world and making testable hypotheses based on those observations. At the same time, however, scientists faced ever-increasing contempt and scepticism (doubt as to the truth of something) from people in the religious community, who felt threatened by science and its attempts to explain matters of faith.

**Scepticism is** generally any questioning attitude or doubt towards one or more items of putative knowledge or belief. It is often directed at domains, such as the supernatural, morality, religion, or knowledge.

### a. Summary of the unit

This unit examines with the political, economic and intellectual developments in medieval and modern times. The medieval time is estimated to be the period between AD 300 to AD 1500 and it recognized the influence of two strong religions. Christianity is believed to have been founded by Jesus Christ of Nazareth over 2,000 years ago. Early Christians shared a common faith in the teachings of Jesus Christ. The word Islam means submission to Allah (Arabic for God). Muslims believed in Allah and Muhammad was the messenger and the prophet of Allah (God). Every Muslim was/is expected to make a pilgrimage to Mecca at least once in a lifetime. The modern period refers to the historical era that started with the end of Renaissance in 16<sup>th</sup>C. It was marked with the discovery of America by Christopher Columbus. There were great discoveries in science, religious reformation and the beginning of capitalism. In politics, there were centralized states and the rise of democratic practices. This was also the beginning of globalization where world became interconnected through trade, spread of new ideas, improved agricultural production, etc. The Age of Enlightenment known as ages of reason was a period in European history in the mid-18th Century when scholars believed in the use of reason and in the scientific methods. The scholars in the Age of Enlightenment applied the methods of new science which had been developed during the scientific revolution to study human behaviour and provide solutions to political and economic problems facing them. All of these features that marked enlightenment greatly shaped contemporary history.



#### Application activity 2.4

- 1) Explain the term enlightenment era.
- 2) Analyse the ideas of John Locke and Voltaire.
- 3) To what extent did the age of reason shape today's world?

#### Skills Lab



Move around your school/college and observe the social, economic, political and intellectual activities carried out in your sector to examine the legacies of the medieval and modern times to contemporary era. Make a report and present your findings to the plenary.



## End unit assessment

1. Discuss the contribution of Christianity to the world.
2. Why do we say that Mohammed was the founder of Islam?
3. In 1095 at Clermont in southern France while addressing churchmen and nobles, Pope Urban II made one of the most moving speeches in history. *“... Jerusalem a land fruitful above all others, a paradise of delights, the royal city, situated at centre of the earth, implores you to come to her aid. Undertake the journey eagerly for the remission of your sins, and be assured of the reward of imperishable glory in the kingdom of Heaven.”*
4. To what extent was this statement responsible for the outbreak of the crusades?
5. Use a sketch map of the world to show the main routes of early explorers.
6. Identify the ideas of Jean Jacques Rousseau.

# UNIT 3

## THE GREAT REVOLUTIONS OF 18TH TO 19TH CENTURY

### Key Unit competence:

The learner should be able to evaluate the major events that happened between 18th to 19th centuries.



### Introductory activity

The period between 18<sup>th</sup> and 19<sup>th</sup> century witnessed Great Revolutions and world wars. Among these revolutions include industrial revolution, American and French revolutions. Read relevant materials and use internet to answer the following questions and make presentation in class.

1. Explain the reasons that led to the industrial revolution in Britain and identify its effects.
2. Examine the causes and consequences of American and French revolutions.
3. Discuss the factors responsible for the rise and downfall of Napoleon Bonaparte.

### 3.1. Causes and consequences of industrial revolution

#### Learning activity 3.1



Use the internet and history textbook to explain the factors that led to the industrial revolution and its effects.

The term 'Industrial Revolution' was first used by the historian Arnold Toynbee, to describe the economic development in England, from 1760 to 1840. Charles Beard gives a good description of the Industrial Revolution, which he calls a great transformation brought about by discoveries and inventions that changed the methods of production and distribution of the means of life and of the economic

functions of society. During the 18th century, Britain and Europe witnessed this transformation caused by the mass production of consumer goods with the help of the newly invented machines.

The Industrial Revolution thus refers to the transformation in the method of production, from man-made, to machine made goods. Being mechanical in nature, the Industrial Revolution was peaceful. However, it proved to be destructive as well as constructive, and indeed very noisy.

Industrial Revolution was also defined as a widespread replacement of manual labor by machines that began in Britain in the 18th century and is still continuing in some parts of the world. It is a series of dramatic changes in the way the work was done. Human labour was replaced by machines. The Industrial Revolution thus refers to the transformation in the method of production, from man-made, to machine made goods.



Map of England showing major industrial areas in the 18th Century

### **3.1.1. The Causes or origin of industrial revolution.**

The Industrial Revolution first started in England from where it rapidly spread to the U.S.A. and later to Europe. Several factors were responsible for the advent of the Industrial Revolution in Great Britain and not elsewhere in the world.

England had sufficient money (**capital**) to finance new industries. Overseas trade, commerce and industry were encouraged by England's naval supremacy.

There was **political and social stability** in England, so people could invest their savings in new enterprises. With this political stability, Britain's political development during this period was fairly stable, with no major internal upheavals occurring. Although Britain took part in many wars during the 1700s, none of them took place on British soil, and its citizens did not seriously question the government's authority. By 1750 Parliament's power far exceeded that of the king, and its members passed laws that protected business and helped expansion.

**An Agricultural Revolution:** The Industrial Revolution would not have been possible without a series of improvements in agriculture in England. Beginning in the early 1700s, wealthy landowners began to enlarge their farms through enclosure, or fencing or hedging large blocks of land for experiments with new techniques of farming. These scientific farmers improved crop rotation methods, which carefully controlled nutrients in the soil. They bred better livestock, and invented new machines, such as Jethro Tull's seed drill that more effectively planted seeds. The larger the farms and the better the production the fewer farmers were needed. Farmers pushed out of their jobs by enclosure either became tenant farmers or they moved to cities. Better nutrition boosted England's population, creating the first necessary component for the Industrial Revolution: labor.

England began to **manufacture practical and inexpensive articles**, which could be exported if they were produced on a large scale. Hence England invented new techniques and machines to produce such articles.

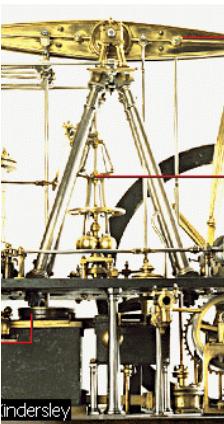
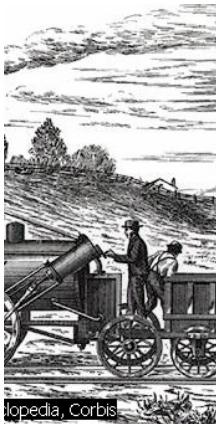
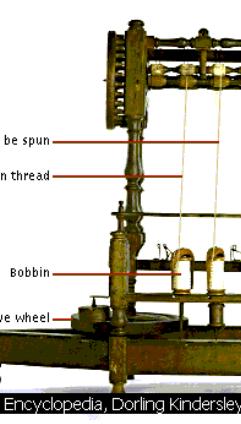
Many agriculturists, who became unemployed owing to the Agriculture Revolution, were available as **laborers** in mills, factories and workshops. These laborers were able to move freely from place to place for jobs in factories. Coal, a cheap fuel, was available in large quantities for running factories, mills and workshops.

Napoleon's Continental System of preventing the import of English goods into Europe enabled England to blockade the continental ports. Thus England bought **raw materials** at low rates and supplied finished products at high prices to her colonies.

England had a **large man power or labor force** due many skilled immigrants. Many Spanish and French artisans, who were persecuted owing to their religion, went and settled down in England, thus giving an impetus to English industries.

The **English colonies** were ruthlessly exploited for raw materials and as markets for finished products.

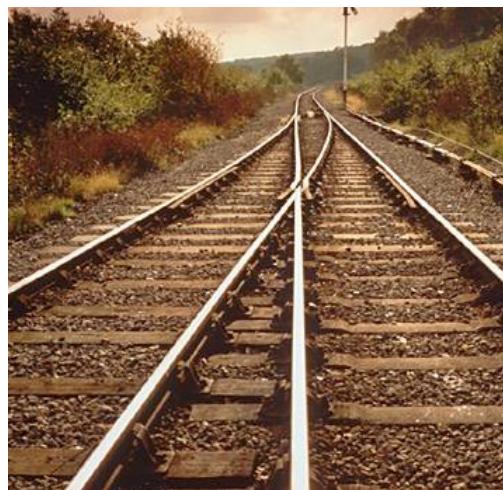
**Scientific discoveries** were encouraged by the Royal Society of London. The inventive genius of the English, as seen in scientists like Sir Humphry Davy, George Stephenson, Dr. Edmund Cartwright and James Watt, favored the Industrial Revolution.

			
Diesel-Electric Locomotive	Steam Engine	Early Industrial Plant	Flyer Spinning Frame

Source: Encarta premium 2019

**New inventions and new methods of production** went hand in hand, giving rise to many factories over a span of a hundred years in Britain's countryside.

**Improvement in transport and communication.** This included roads, railways and water transport which were much developed. Canals were constructed linking existing rivers and lakes. During the second half of the 18<sup>th</sup> century, roads and railways were constructed to link industrial centres. They were to transport raw materials and finished products to their destinations as well. It eased connectivity in terms of sources of raw materials, transportation of workers, industrial centres and markets.



Railroad Tracks and Crossties



high-speed train

**Favorable geographical location of Britain and good harbors** favored industrialization. As an island, Britain has good harbors and direct links to almost all parts of the world. This encouraged overseas trade which allowed Britain access to raw materials and markets in Africa, America and India.

The **good banking and insurance systems** in Britain also encouraged industrial revolution. Banks promoted savings and gave people loans for businessmen that encouraged them to invest in better machinery, build new factories and expand their operations.

**Technological leadership:** Britain took the leading role in technological innovations and inventions. Machines such as water wheel, spinning jenny, spinning mill and steam engine were first invented in Britain. This was a great step towards industrial development.

**Natural resources** - Britain had large and accessible supplies of coal and iron - two of the most important raw materials used to produce the goods for the early Industrial Revolution. Also available was water power to fuel the new machines, harbors for its merchant ships, and rivers for inland transportation. Britain could also get these resources from her overseas colonies.

### Key inventions during the industrial revolution

#### Textile Industry

The Industrial Revolution first started in the textile industry in England and started with the techniques of '**spinning**' as well as '**weaving**'.

- **Hargreaves' Spinning Jenny, 1764:** Spinning was an extremely slow process, with the spinner spinning only one thread at a time, with the help of the spinning wheel. In 1764, **James Hargreaves** invented a machine called the '**Spinning Jenny**.' It enabled a spinner to spin as many as eight to ten threads at a time, on his new machine. This increased the production of yarn (wool, fiber).
- **Arkwright's Water-Frame, 1769:** In 1769, Richard Arkwright invented a machine run by waterpower instead of manpower. Hence it came to be called the '**Water-Frame**'. This second machine could produce stronger and finer yarn than the Spinning Jenny. It increased the production of threads to a very great degree, as it worked on water force.
- **Crompton's Spinning Mule, 1778:** Samuel Crompton removed the defects of the Spinning Jenny and Water Frame, with his machine known as '**Spinning Mule**'. A spinner could now spin threads of stronger and better quality on this machine.
- **Cartwright's Automatic Loom, 1785:** In 1733, John Kay had invented a device called the '**Flying Shuttle**', which speeded up the weaving of cloth. It helped the weaver to do the work of two or three people at a time. In 1785, Dr. Edmund Cartwright invented the **Automatic or Power Loom**. It could do the work of many people at a time, since it worked on waterpower.
- **Whitney's Cotton Gin, 1793:** Eli Whitney invented a machine called the '**Cotton Gin**'.' It separated the seeds from the fibers of raw cotton. So cotton could be produced in large quantities for spinning and weaving of cloth.

Eventually, inventions were made involving new techniques and processes for bleaching, dyeing and printing fabrics.

### **Basic Industrial Materials**

- **Coal:** Wood was used in large quantities as a fuel in Great Britain, before the Industrial Revolution. However, as the supply of timber diminished, and since wood was not able to withstand the strain of new techniques and processes, coal and steel was brought into use by industrialists. Thus coal mining became an important industry.
- **Davy's Safety Lamp, 1816:** In 1816, Sir Humphry Davy invented a machine called **Davy's Safety Lamp**.' It could save the lives of the miners by giving them a warning, in case of any danger in the mines.
- **Steel:** Large Quantities of iron and steel were required to make new machines. This led to the establishment of smelting plants and foundries in Great Britain. In 1856, Henry Bessemer discovered a process by

which impurities could be removed from iron. This purified refined iron came to be known as '**steel**', which helped in making more accurate tools, implements, weapons and machines.

## Transport and Communication

- **McAdam's Roads (1756-1836):** John Loudon McAdam found out a new process of road building. Heavy stones were placed at the bottom of the roadbed and smaller stones at the top, with a mud-binder between them, in order to produce a hard surface. Later, tar was used in place of mud binder. These *Macadamized* roads became popular in Great Britain, and also in the U.S.A, Canada and France.
- **Trevithick's Locomotive (1801):** Since roads were not sufficient to meet the needs of transportation, railroads became necessary. Therefore, in 1801, Richard Trevithick invented the first steam locomotive.
- **Stephenson's Rocket (1814):** George Stephenson is regarded as 'the father of the railway locomotive', because he made great improvements on Trevithick's locomotive in his 'Rocket' in 1814. It moved at a speed of twenty-nine miles an hour.
- **Canals:** John Smeaton (1724-1792) built the Forth and Clyde canals, while Charles Telford constructed the Ellesmere canal and the Caledonian Canal.
- **Fulton's Clermont (1807):** In 1807, Robert Fulton invented **the steamboat** called the '**Clermont**'. It completed the one hundred and fifty-five-mile trip on the River Hudson from New York to Albany, in thirty-two hours, at a speed of about five miles an hour.

## Motive Force

- **Steam Power:** Initially manpower and river water was used as the motive force in order to run all kinds of machines. However, this proved to be inadequate, when the new machines were invented. Further water and wind-power proved to be limited resources. Hence, a new motive force was sought and discovered in the form of steam power.
- **Steam Engine (1705):** Thomas Newcomen invented the first steam engine in 1705, in order to pump water out of the mines.
- **Watt's Beelzebub (1769):** In 1769, James Watt invented a better steam engine called the 'Beelzebub.' This engine was also used to shift spinning and weaving machines in the textile industries.
- **Electricity:** In 1800, **Giuseppe Count Alessandro Volta** invented the Voltaic Cell and Michael Faraday invented the **Dynamo**. These inventions led to the production of electric power, which was widely used in industries.

## Agriculture

- **Tull's seed Drill:** Jethro Tull (1674-1740) experimented with farming on a scientific basis. He invented a Seed Drill that would distribute the seeds evenly in rows, over a large piece of land.
- **Townsend's Crop Rotation:** The discovery of a new method of '**Crop Rotation**', was made by Viscount Townsend (1674-1738). This enabled one to keep land always under cultivation, without letting it lie idle for a season. This helped to double the yield per acre.
- **Scientific Breeding of Animals:** Robert Bakewell (1725-1795) introduced scientific breeding of farm animals. He found through experiments, that by selective breeding of farm animals, he could improve the quality of cattle, horses and sheep.

### **3.1.2. The consequences of industrial revolution**

The Industrial Revolution revolutionized art, architecture, literature and science, as also the social, economic, political and cultural life of the people.

- New machines which were used led to unemployment of many people.
- There was expansion of international trade as countries produced different goods.
- The Industrial Revolution encouraged Colonialism and imperialism. Industrialization led to the need of market and raw materials from Africa and subsequent colonisation of Africa. They needed colonies for securing raw materials at low prices for their industries. They also used the colonies as markets for setting their finished products at high prices.
- It led to the development of modern transport and communication systems. Many roads, railway lines, bridges and canals were constructed during this period.
- It led to increased utilisation of idle natural resources that were not in use before.
- Industrial revolution led to urbanisation, that is, urban centres developed due industrial activities and rural-urban migration.
- Industrial revolution increased the demand for services provided by lodges, hotels, banks, insurance companies and schools.
- Industrial revolution led to the rise of socialism. People advocated for state ownership of property to replace private ownership and income inequality.
- It increased the number of middle class for these owned factories and mines. Some started sending their children to upper class schools.

- It led to rural-urban migration leading to overcrowding and accommodation in towns.
- The fumes from industrial centres led to environmental degradation. The industries produced bad smell leading to air pollution.
- It led to the increase in population in Europe. Population in many European countries tripled due to better living conditions. There was good shelter as well as improved medical care that reduced diseases that previously killed people.
- Industrial revolution led to exploitation of workers by industrial owners. People worked for long hours with low wages. Many factories or mills had no sanitation facilities. They did not even have safety guards on machines which led to frequent accidents. There were no provisions for the care of the injured and the sick. There were cases of unfair dismissals which contributed to the formation of trade unions. The trade unions bargained for better working conditions.
- Under the Factory system there was large-scale production. This resulted in a low cost of production per unit. There was also uniformity and a high quality in production
- It led to the development of capitalism, since the capitalists owned the means of production like wealth, land and machinery. Hence the capitalists became the supreme masters of industry. Two classes, the capitalist and the laboring classes were created by the Revolution. The capitalists were the masters of industries, the managers of mills and the proprietors of workshops, who amassed great wealth, owing to a high profit margin. The laboring class, was a mere tool in the factories. Thus, the gap between the rich and the poor went on widening.
- England grew very wealthy on account of industrialization. It became a leading country, in the field of industry, trade, commerce and finance.
- The cities were overcrowded, owing to migration from villages and also because of high birth rates. The housing shortage in the city forced people to live in dull and dingy rooms. It also led to the creation of slums, which caused various diseases and premature deaths.
- It also led to the creation of slums, which caused various diseases and premature deaths.
- The factories produced large amounts of air pollution from the burning of coal. Coal was easily the most used fuel during the Industrial Revolution, since it was needed to power the newly developed steam engines.
- Finally, the comforts and luxuries in people's lives increased, owing to the inventions in the various fields. The new means of transport and communications and the new methods of production served to be a boon to mankind in an important way.

### **The spread of industrial revolution was aided by the following factors:**

- The development of international trade.
- Education because many students went to study in Britain went back to their home countries with the knowledge of industries.
- Migration of engineers and craftsmen from Britain to other parts of the World helped the industrial revolution to spread.
- The improvement of transport and communication in the other parts of the world also enabled the industrial revolution to spread.

As a conclusion, the Industrial Revolution began in Great Britain and then spread across the United States and the rest of the world. The revolution in Britain is often called the first Industrial Revolution while the later worldwide revolution is referred to as the Second Industrial Revolution. There is a debate among historians about the precise dates of the beginning and end of the first Industrial Revolution. It is generally believed to have taken place in the time between 1760 and 1840 in Britain primarily due to innovations in machine technologies that led to higher productivity. The Industrial Revolution marks a major turning point in history as it hugely impacted the way societies in the world would function in the years to come.

Many factors contributed in the development of industrial revolution in Great Britain but the most prominent comprise political and economic competition in Europe which led to the rising colonial powers, scientific revolution in Europe, agricultural revolution in Britain which was characterized by unprecedented rise in agricultural production in Britain from the 17th to mid-19th century. Government policies which were characterized by long time of political stability, availability of coal and iron, financial innovations – capitalism and entrepreneurship (Britain had financial institutions in place since the early 18th century; such as a central bank, county banks and a stock exchange to finance new ventures and well developed), transport system well developed in Britain, innovation and new technology were obviously the key factor to explain the reasons why industrial revolution started in Great Britain.



#### **Application activity 3.1**

1. Examine the factors that led to industrial revolution in Britain.
2. Discuss the consequences of industrial revolution.

## 3.2. Causes and consequences of the American Revolution

### Learning activity 3.2



Read relevant materials and use internet to explain the causes and impact of American Revolution and make a presentation in class.

**American Revolution** (1775-1783) was a war or conflict between 13 British colonies in North America and Great Britain. Thirteen American colonies rejected the British monarchy and dictatorship. They overthrew the authority of Great Britain and founded the United States of America. The American Revolution is also known as the American war of independence.

The thirteen former British American colonies were Virginia, New York, Massachusetts, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, North Carolina, South Carolina, New Jersey, Pennsylvania and Georgia.

These American colonies had been under British control for a long period of time. They wanted to be independent.

American Revolution was made up of two related events: The American War of Independence (1775-1783) and the formation of the American government as laid out by the Constitution of the United States in 1787. first, the war achieved independence from Great Britain. Second, the newly created United States of America established a republican form of government, in which power resided with the people.



The map of 13 colonies of America

### **3.2.1. Causes of the American Revolution**

- **The colonies were populated by hard-working, freedom-loving, intelligent farmers, adventurous sailors and enterprising producers.** Since they could think and act for themselves in every field they did not feel there was any need for them to be guided by the mother country. Their desire to be free from England grew stronger with time.
- **A spirit of self-reliance and enterprise was shown by the English colonies,** which had established their own political institutions. However, George III and the British Parliament did not give any political rights to the colonies which in turn felt like slaves in the political field. Each colony had a legislative assembly and a governor appointed by England. They gained great political experience by running their political institutions. Thus they resented the political control of England and had a strong desire for self-government. They did not consider it necessary to be under the control of England, their mother country.
- **The rise and growth of nationalism among the Americans and need for independence:** This was promoted by nationalists such as Samuel Adams, George Washington, Benjamin Franklin and Thomas Jefferson. They argued that if the British governed themselves, why not Americans? This awakened the need for self-rule among the Americans hence leading to the revolution.
- **The effects of Anglo-French war of 1756-63:** During this war, France was fighting with Britain over profitable colony of Canada. The war ended with the defeat of France by Britain, and taking over Canada. The effect of this was that it weakened Britain financially and encouraged the Americans to revolt against her. Britain also raised taxes to solve financial crisis at home. Americans protested against the tax increment.
- **The passing of intolerable acts:** These included the Stamp Act whereby revenue stamps were put on printed materials and commercial documents like newspapers. It was replaced by Townshend Act whereby the British chancellor levied taxes on lead paper, paint, glasses and tea. These were received with negativity by Americans making them to begin a war of independence.
- **The character of King George III of England:** He came to power in 1760. Unlike the former kings, he wanted to bring American colonies to closer control. In order to achieve this, he introduced a number of harsh laws. He was also so rigid that he refused to change the taxation system.
- **The oppressive rule of the British government:** The British leaders such as Greenville, Townshend and Rocking were harsh to the

Americans. They did not allow freedoms such as of speech, press and worship. There were no fair trials in courts of law. All these annoyed the Americans.

- **The Boston massacres of 1770:** After the Townshend Act, the Americans started shouting and throwing snow and ice to the English troops. The troops responded by firing and killing them at Boston. This is what came to be known as the Boston massacres. It drove the Americans into a war of independence against the British.
- **Undemocratic nature of the British leadership:** The Americans were not given chance to participate in the politics of their country. This made them inferior. Only the rich were elected to the colonial assemblies as opposed to the poor. This was opposed by the majority hence leading to the revolution.
- **Inter-colonial congress at Philadelphia:** In 1774, representatives from all colonies met at Philadelphia. It was there where they started preparing for war. They chose George Washington as the leader of the revolution. They trained soldiers known as minutemen and started seeking for assistance from other countries.
- Unfair judicial system of Britain and the restriction for colonies to occupy new lands of Ohio and Louisiana.
- **Poor economic policy of the British:** The Americans were not allowed to set up their own industries in America. This was intended to force them to continue buying expensive British manufactured goods. This was viewed as a move to subject them to endless poverty. They opposed the policy.
- **The Boston Tea Party in 1773:** This was when the Americans dropped boxes of tea from Britain into water at Port Boston at night. This made the British government furious. The government decided to close the Boston harbour. It also punished Americans so as to pay back the tea. This also led to American Revolution.



*Destruction of Tea at Boston Harbor*

- **Trade monopoly by the British:** In America, trade was exclusively done by the British. All European goods imported to the colonies had to pass through England for taxation. The British benefitted while the Americans did not. On top of that, the imports were expensive compared to exports. This exploitation made the Americans to revolt for their independence.
- **The unfair taxation system:** In North America, Britain raised taxes in order to meet her debt expenses and to solve financial crisis at home. Both direct and indirect taxes such as like stamp tax and sugar tax were introduced.
- **The role of political philosophers:** These were intellectuals and great thinkers who exposed the wrongs of the British government to the Americans. Philosophers such as Thomas Penn and Patrick Henry inspired and awakened Americans to fight for their independence. They used newspapers such as New York gazette, American Mercury and The Boston News-Letter.
- **Foreign support:** The Americans got foreign support from other countries such as France, Germany and Spain. These countries gave Americans military, moral and financial support. This increased the determination of Americans to fight for their independence.
- **Religious intolerance and the domination of the Anglican Church:** There were religious differences between the Americans and the British. Americans had many religions which were different from the British Anglicans. The British forced Americans to adopt their religion against their will. The protestant religions practiced by the Americans included Lutherans, Puritans, Huguenots and Presbyterians. Americans strongly opposed it thus leading to the revolution.
- **Lack of the colonists 'political representation in the British parliament also infuriated them.** No American was elected to represent the interests of his fellow Americans in parliament.
- Distance between England and America was also an obstacle to king Georges III of England to send more soldiers to stop American Revolution.

### **American Revolution time line (Main events in the course of American Revolution)**

- 1763: The **French and Indian War** ends. The British defeat France and acquire the French empire in North America.
- 1765: Britain passes the **Stamp Act** to directly tax the colonists. The act requires that revenue stamps be put on all legal documents, deeds, newspapers, pamphlets, dice, and playing cards.

- 1773: During the **Boston Tea Party**, colonists disguised as Native Americans throw tea from British ships into the ocean to protest the Tea Act (December). The act was passed to allow the British East India Company to sell tea to the colonists, but the tea included a British tax.
- 1774: **Intolerable Acts are passed. They close the port of Boston,**
- 1775: American militias defeat British troops in the battles of **Lexington and Concord**, the first battles of the war (April). 1775 American troops capture **Fort Ticonderoga**, beginning the war in New York (May).
- 1775: The British defeat the Americans at the **Battle of Bunker Hill**. The Continental Congress commissions **George Washington** to lead the Continental Army
- 1776: The Continental Congress adopts the **Declaration of Independence** (July).
- 1776: The British defeat American troops at the **Battle of Long Island**, seizing the city of New York (August). 1776 Washington and his troops cross the Delaware River to launch a surprise attack; they **defeat the British at the battles of Trenton and Princeton** (December).
- 1777: British troops capture Philadelphia, Pennsylvania, home of the Continental Congress (September). 1777 **British troops are defeated at Saratoga**, New York, failing to cut New England off from the rest of the colonies (October).
- 1778: The Continental Congress enters a **formal alliance with France**, which provides money, weapons, and soldiers (February).
- 1778: The **British capture Savannah, Georgia**, in an effort to implement their Southern strategy, an attempt to capture Southern colonies with support of Southern Loyalists (December).
- 1779: **Colonial troops seize a British fort at Vincennes, taking control of the war in the west** (February).
- 1779: The colonial vessel, *Bonhomme Richard*, forces the **surrender of the British warship**, Serapis (September).
- 1780: British forces **capture Charleston**, South Carolina, as part of the Southern strategy (May). 1781: The British are defeated at Guilford Courthouse, North Carolina and realize that their Southern strategy is unlikely to succeed (March).
- 1781: **The British surrender at Yorktown**, ending most of the fighting in North America (October).
- 1783: The **Treaty of Paris is signed**, recognizing the independence of the United States (September).

- 1787: The **Constitution of the United States is signed** by the delegates of the Constitutional Convention (September).
- 1789 The Constitution becomes effective.



*Declaration of independence of 13 Colonies*

### **3.2.2. The consequences of the American Revolution**

The American Revolution had a great impact on today's world political, social and economic systems. The following are the consequences of American Revolution.

- It gave birth to a new nation, that is, the United States of America. Under the Treaty of Paris (1783) England acknowledged the independence of her American colonies.
- France regained two small colonies, Tobago in the West Indies and Senegal in West Africa. Spain recovered Minorca and Florida.
- England lost her colonies in America and her national debt increased to a great extent. However, England could defeat and destroy the Spanish and French fleets, and thus retain her naval supremacy.
- The revolution led to loss of lives. Many people including soldiers, civilians, Americans, the French and the British died in the war.
- It led to destruction of property such as buildings, roads, bridges and communication lines.
- It led to the inclusion of blacks into Americans citizenship, a privilege which had earlier been denied to them by the British.

- The monopoly of the protestant church was removed and after the revolution. There was freedom of worship among the Americans. It increased religious freedom in all states of America. The citizens were no longer forced to join Protestantism. Many churches came up. Other Americans became Muslims.
- It led to French Revolution due to the effects it had on the French government. France lost heavily during the American Revolution. Owing to her heavy naval and military expenditures the royal treasury in France grew bankrupt. Further bankruptcy soon led to the fall of the French monarchy, since the Frenchmen had helped the Americans in their revolt against a King. They were now prepared to revolt against their own king. Apart from financial crisis in France, there was also the spread of revolutionary ideas by the ex-soldiers of the American Revolution such as General Lafayette.
- It led to the granting of independence to the American colonies. At Paris treaty of 1783, the British king recognised the colonies of America to be free, sovereign and independent. The 13 states were now free to join together and become the United States of America.
- There was liberalization of trade after the American Revolution. The Americans were free to carry out trade without the British monopoly. The British limitations on American trade were removed, allowing the marine merchants to trade freely.
- It created good diplomatic relationship between France and America. This was due to the assistance rendered by the French to the Americans against the British imperialists. France provided Americans with arms and a combat army to serve under George Washington. They also sent a navy that prevented the second British army from escaping from Yorktown in 1871.
- It increased the status of women and subsequent women emancipation. Women now took control of the families and catered for school going children. Men were away fighting for independence. The revolutionary war affected women by placing them in non-traditional roles. As men went off to war, women were left to fill jobs typically fulfilled by men.
- American Revolution increased the status of George Washington for his role in gearing the struggle for independence. During the American Revolution, he led the colonial forces to victory over the British and became a national hero. Its success was attributed to him. He later became the first president of America.

## **Reasons for the defeat of the British army in the American war of independence**

- The British fought in foreign country not well known.
- Availability of forest in America which helped warriors to hide themselves.
- The determination of American fighters.
- The rebellion in oppressed Ireland caused the British to lose the war. The British were sent to stop Irish rebellion which weakened them in America, hence the defeat.
- The French support with army and machinery to Americans contributed to the British defeat. This support boosted American resources and the balance of the war.
- Low morale of the British who were fighting their American cousins. Notes that the British were fighting British migrants.
- The long distance from home led to the British defeat. The source of orders, provision and supply, Britain, was very far from America.
- The support of the African Americans for the colonists impaired the British ability in the war. The African Americans gave the colonists numerical advantage over the British.
- Good leadership and military command of the American fighters surpassed that of the British. The American leaders like General George Washington were distinguished by their foresight, courage and determination.
- The American enjoyed the moral advantage that came from the conviction that they were fighting a just war.

To conclude, The American Revolution was a time when the British colonists in America rebelled against the rule of Great Britain. There were many battles fought and the colonies gained their freedom and became the independent country of the United States. The American Revolutionary War lasted from 1775 until 1783. Before the American Revolution, there were several British Colonies in the Americas. Not all of them participated in the revolution. There were 13 colonies which ended up rebelling. These were Delaware, Virginia, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, North Carolina, South Carolina, New Hampshire, New York, and Rhode Island. One of the main reasons that the colonists rebelled against Great Britain is that they felt they were not represented in the British government. The British government was making new laws and taxes on the colonies, but the colonies had no say. They wanted to have some say in the British government if they were going to pay high taxes and have to live by British law. War didn't happen right away. first there were protests and arguments. Then some small skirmishes between the colonists and the local British army. Things just got worse and

worse over the course of years until the colonies and Great Britain were at war. Each colony had its own local government. In 1774 they each elected officials to represent them at the first Continental Congress. This was the first effort of the colonies to unite and make a single government. In 1776 the Second Continental Congress declared the independence of the United States from Great Britain. The new government of the United States was different than the government of the colonist's homeland, Great Britain. They decided that they didn't want to be ruled by a king anymore. They wanted a government that was ruled by the people. The new government would be a democratic government with leaders elected by the people and balances of power to make sure that no one could become king.



### Application activity 3.2

1. Account for the outbreak of the American revolution.
2. Assess the effects of the American war of independence on the Americans.

## 3.3. Causes and consequences of the French Revolution

### Learning activity 3.3



Read textbooks, internet and other materials to get the information about the causes and consequences of the French Revolution and make a presentation in class.

A revolution is a fundamental change that takes place in the society's social, political and economic set up of a given society. It takes place not because people are interested in change but rather, because of unbearable conditions of living in that given society.

Before the outbreak of the French revolution of 1789, France was ruled by the Bourbon Monarchy. The Bourbon Monarchy had ruled France for a period of over 400 years, beginning from the administration of Louis XIV, Louis XV, and Louis XVI. The French had a glorious foreign policy, the French language was used in many countries. The Catholic religion was a religion of the majority. But surprisingly enough, by 1789 France experienced a revolution. This revolution transformed the lives of the French men.

Thus, the French Revolution of 1789 refers to social, economic, political and religious changes that took place in France. The changes included the overthrow of the ancient regime and the establishment of a new social order

that was based on liberty, (freedom of speech, freedom of worship, freedom of expression and other fundamental freedoms of man) equality, (having equal rights by all citizens) and fraternity (meaning brotherhood, that is to say seeing a person as your relative). The effects of the French revolution were widespread, both inside and outside of France, and the revolution ranks as one of the most important events in the history of Europe.

### The conditions of Europe on the eve of French revolution

**Politically**, many states, except Britain, were ruled by despotic king or monarchs, who based their authority on the principle of divine rights, i.e. they were answerable to God rather than the people they ruled.

- i) **England** was ruled by George II and William Pitt as prime minister. She was the most peaceful, stable government in 17<sup>th</sup> century in Europe. England was considered as the super power of the time and had a constitutional monarchy. George III allowed freedom of worship.
- ii) **Austria** was under the Hapsburg family and was ruled by Maria Theresa (1740-178). She was later succeeded by her son Joseph II (1780-1790). Austria lacked constitutional democracy and parliamentary leadership; there was religious intolerance where Catholics was state religion. Austria was a class society with aristocrats (nobles) who enjoyed high privileges in government, the Middle class and the serfs.
- iii) **Prussia** was ruled by the hotentollem ruling family. She was ruled by Frederic the Great from 1770-1786. Later he was succeeded by Frederic William. Prussia had class division of Nobles, bourgeoisie, and Feudal Lords, it had no proper constitution, no parliamentary democracy and Prussia had no religious freedom. There was protestant monopoly government.
- iv) **Russia:** On the eve of French revolution Russia was ruled by Catherine II who succeeded Peter the Great in 1762. There was no freedom of religion worship in Russia (orthodox). Selfdom also existed. Russia was an imperialist country that had acquired Azov, Ukraine ad Crimea as her colonies. There was also a class society: aristocrats, merchants, serfs and squatters.
- v) **Turkey** (Ottoman Empire) was the largest empire in Europe. It extended to parts of east Europe, Western Europe, the Balkans region, Asia Minor, the Mediterranean region, North Africa and the Red Sea cost. On the eve of French revolution, the Ottoman Empire was under sultan Mahmoud II. However, turkey was multiracial, multilingual, multi-religious, and multicultural empire.

vi) **France** was under Bourbon rulers who had ruled France for over 400 years. By 1789, France was ruled by King Louis XVI (1774-1793). During his rule France had no constitution, no functional parliament and no uniform laws. Louis XVI was despotic and absolutists.

**Socially** many states in Europe had social classes. Each state basically had three classes:

- a. The clergy, who included bishops, cardinals and priests. They had plenty of land, they were exempted from taxes and they monopolized the political, military and civil service offices.
- b. The nobles (the nobility), there were ruling classes in many states. Their privileges were higher than those of clergy.
- c. The peasantry was the third class. It was a group of people without a political influence. Under this class there were many other small classes like bourgeoisie for the sake of France, workers, serfs or tenants.

Each state had a state religion. For example, in France, and Austria, Catholicism was the state religion; in England and Prussia, Protestantism was the official religion while Russia had the orthodox faith. For the Ottoman Empire Islam was the empire religion. Therefore, religious persecution existed in many states.

**Economically**, most of European state mainly depended on agriculture; industrialization had not yet taken place. However, Britain was the richest state. Having workshop and crafts, Britain was regarded as a workshop of Europe. Trade was also at low level. Land ownership i.e. in all states, land was owned by the nobles and the clergy (the church) while peasants were a landless group. Peasants only rented land from absentee landlords.

Taxation was another burden to the peasants. In France there were many types of taxes: land taxes, corvée, salt tax, capitation etc. about 80% of the peasant's annual income went to the taxes.

### 3.0 Conditions of france on the eve of french revolution

#### A summary of the political conditions

- i) France was under the despotic rule of King Louis XVI who practiced nepotism, arbitrary imprisonment or imprisonment without trial (lettres de cachet).
- ii) France had no functional parliament. Therefore, Frenchmen lacked where to address their problems
- iii) France had no uniform codes of law. There were about 360 feudal codes that contradicted each other. Each region had its own laws.

- iv) In the army, promotions were unfair, only sons of the nobles were promoted. There was low pay, poor feeding, poor dressing and poor accommodation and mistreatment of junior guards or soldiers.
- v) France had no constitution that could guarantee the freedom, right and liberties of the people. The king was the law and the law was himself as Louis XVI said **"I am the state and the state is me something is legal because I wish it"**.
- vi) The administration only favoured the nobles and the clergy who dominated administrative posts in the army, police, education, etc., at the expense of the middle class and peasants who had no role in the administration of their society.
- vii) The palace was extravagant: a lot of money was wasted on parties, functions, luxury and senseless wars. The king and the queen had a large number of slaves and servants, camels and donkeys all of which required a lot of cash for maintenance.

## 1. Condition of French people

### 1.1 Peasants

- i) This was the largest section of French population. They were about 23 million people out of 25 million, the total population of France. About 1 million peasants were slaves. They could be sold or bought with land.
- ii) Another section of peasants were tenants. They had rented plots of land from landlords.
- iii) There were also peasants who completely lacked land.

### Burdens or the problems of the peasants.

#### 1. Direct taxes

- a) **Taille:** This form of tax was charged on land but in some district it was charged on a person's estimated income.
- b) **Capitation tax:** this was charged on all adult males.
- c) **Property tax (vingtième):** The peasants also paid this tax.

#### 2. Indirect taxes

- a) **Salt tax:** In order to pay this tax everybody above 7 years of age was forced to buy 4 kg of salt annually. (Gabelle).
- b) Peasants were also forced to pay feudal dues for using the mills and wine press machine of their landlords.
- c) **Corvée** (forced labour), a tax for road maintenance. It could be paid in exchange for one's labour.

- d) **Tolls:** these were other feudal dues which peasants paid for using local roads and bridges.
- e) There were also taxes on inherited property.
- f) There was **tithe** (church tax) which was not actually 1/10 as the name suggests but 15/100.
- g) Peasants also paid taxes, which allowed them to take their cattle or sheep through the estates of their landlords.

### **3. The problem of taxation was worsened by the way taxes were collected**

- 1) The tax farmers or tax collectors were given authority to enter the houses of peasants or tax defaulters at any time (day and night).
- 2) The tax collectors were also harsh, brutal and cruel and aggressive in treating tax defaulters or to those who denied them access to their houses to value their property. For example, one day a tax collector cut off a hand of a woman who refused to surrender her cooking utensils which he was trying to confiscate for tax evasion.
- 3) In 1783, there were 11 arrests for peasants who had not paid the salt tax: about 6,600 of those arrested were children.
- 4) About 30000 peasants were hanged each year for evading taxes.
- 5) Peasants were not allowed to use seawater, to feed their cattle in salt marshes and salty springs but they had to buy salt.
- 6) The conditions in the army were harsh due to poor payment, lack of promotion and lack of decent accommodation.

### **1.2. Bourgeoisie**

The bourgeoisie was a section of the peasantry class. However, they were an educated and a professionally trained group of people. They included: traders, bankers, doctors, teachers, industrialists, moneylenders, lawyers and controllers of government corporations in towns.

#### **The grievances of bourgeoisie were**

- a) They were excluded from top government office like army, diplomatic missions, etc.
- b) The merchants complained of lack of good policies for their trade. For example: Louis XVI allowed free trade with Britain.
- c) Bourgeoisie complained of the way government finances were being misused through extravagant spending.
- d) They also complained of lack of promotion in the army for themselves or their children.

- e) They were not allowed to criticize the government openly.
- f) From 1776-1783, they lent their money to the government during the American war of independence but the government failed to pay back that money.
- g) They were forced to be Catholics.

### 1.3. The Nobility

The Nobility was divided into three groups:

- The great nobility.
- The lesser nobility.
- The nobility of the robe.

- i) **The great nobility:** they were composed of 1000 families. They owned the largest amount of land; they were the wealthiest people in France, the most privileged group of people in French politic. They dominated top jobs in the army, navy and government. They were exempted from taxation, they were absentee landlords, and they lived in luxury cities. However, they were very corrupt.
- ii) **The lesser nobility:** There also exempted from taxation and they too owned large plots of land. However, they had little political powers, they always complained due to unequal privileges with the great nobility.
- iii) **The nobility of the Robe:** this group became noble due to their services to the state. They became nobles as a merit. However, they did not enjoy the privileges which the greater and lesser nobility enjoyed.

### 1.4 The clergy and the church

The clergy were divided into two sections: the upper and lower clergy:

- i) **The upper clergy:** consisted of bishops, cardinals, etc. they had plenty of land and earned the highest pay from the government. However, they did a little work. They were also exempted from taxation and they shared the 500 million francs, which the church received from the government annually. They also advised the king on many political and religious issues. However, their advice was poisonous, because they encouraged religious intolerance in France.
- ii) **Lower clergy:** they were composed of the parish priests; and they did a lot of work in the church and schools. They were paid less and had little or no land at all. This forced them to join the peasant to start a revolution by 1789.

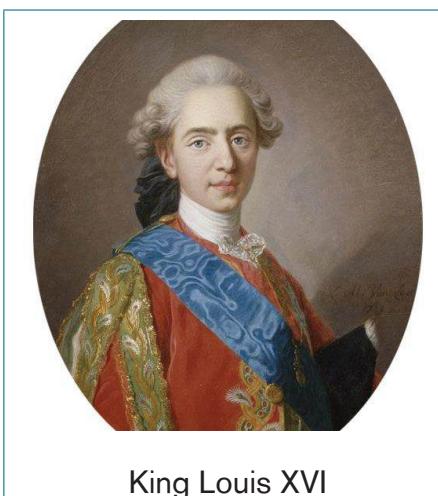
## 1.5 The French thinkers or philosophers

These were intellectuals and great thinkers. They included people like Voltaire, Montesquieu, Jean Jacques Rousseau and encyclopedists like Diderot Denis and D'Alembert. The philosophers wrote books and circulate them across Europe. In their writings, they criticized despotic rule, unfair land distribution, unfair taxes, lack of political liberties, letters de cachet (warrants of arrest), the power of the church, lack of religious freedom as well as lack of a constitution and functional parliament in France.

### 3.3.1. The Causes of the French Revolution

The French revolution had both long term and short-term causes. Its origins are said to have stretched back into the 17th and 18th Centuries. The outstanding causes were as follows.

**Unfair political system of ancient regime:** The ancient regime in France was led by despotic kings. The administration was characterised by dictatorship, nepotism and abuse of human rights. The King's powers were absolute and could not be questioned. He was the law and the law was himself, and that is why he once boasted "*the thing is legal because I wish it to be*", "*the state is myself!*" There was no written constitution, no democracy, and no fair representation in the parliament. Even the King's ministers had unlimited powers through "lettre-de-cachet" (arrest **warrant** with imprisonment without trial), which caused a lot of suffering to the French people, forcing them to think of change and work towards it.



King Louis XVI

**Religious intolerance:** In France, Protestants and Muslims were not allowed freedom of worship and were always subjected to intimidation, torture and imprisonment and the need for freedom of worship made the French to join the revolution. Catholicism was the state religion and had owned 1/5 (fifth) of all

land in France, controlled education, church forced peasants to pay tithe and promoted class discrimination.

**Social class struggle:** French society was divided into three social classes or Estates. Those were clergy, the nobles and middle class with the peasants. The clergy and nobles enjoyed a lot of privileges. They owned large tracts of land, dominated the key government posts, and were exempted from taxes. They could collect tributes from the peasants; they had the right to get pensions; the right to enjoy all forms of freedom; to stay in the King's palace and the right to move with weapons in public.

The peasants and the middle class were 23 million out of 25 million, but were denied all sorts of freedom, subjected to forced labour, to unfair taxation, were imprisoned without trial, were denied promotion in the army and higher education.

The middle class (*bourgeoisie*) was composed of teachers, lawyers, doctors, scientists and industrialists. Despite their education, they were excluded from top posts in the government and in the army. They also had to end money to the government and were not sure of recovering that money. By 1789, they had read and interpreted the work of philosophers, which opened the eyes of French people and forced them to fight against the ancient regime.

**Role of the French philosophers:** Philosophers were great thinkers who were highly educated in world affairs, who put their ideas in writing condemning the social, political, and economic situations in France, creating more awareness, sharpening minds of the French and created in them a revolutionary spirit. Philosophers revolutionized the thinking of the members of the Third Estate with their new ideas and revolutionary solutions.

a) **Voltaire:** His original names were François-Marie Arouet, later changed to Voltaire (historian, poet). He exposed the weaknesses and abuse of power of the ancient regime and he said "**I had rather be ruled by one lion than a hundred rats**" meaning that he preferred to be ruled by one enlightened king than many ambitious schemers.

b) **Charles Montesquieu** (1689 - 1775), a lawyer and student of constitutional government summed up his ideas in his book *L' Esprit Des Lois* (The Spirit of the Laws). Here he puts forward the theory of the separation of powers. According to this theory, the legislature, the executive and the judiciary should be separate and independent of each other. If not, there would be dictatorship and tyranny. Through his writings, Montesquieu exposed grand monarchy in France, in its true colors and deeply influenced the minds of the people.

**c) Jean Jacques Rousseau:** He was a poet and musician; he wrote his ideas in the book called “**the social contract**”. He explained that a government is a social contract between rulers and ruled, but if the government fails to protect the rights of its people, then the people have the right to overthrow the government. Here he made people aware of their rights. This was the case of bourbon monarchy.

**d) The encyclopedists:** They condemned the unfair system of taxation and recommended the abolition of all taxes except land tax which was to be paid by all.

**Unfair land ownership:** The land was unfairly distributed among the nobles and the clergy at the expense of the majority peasants. The Church also owned 20 per cent of the land that it rented to the peasants. The peasants lived as tenants on the estates of landlords who also exploited them. This is why they demanded for reforms in the revolution of 1789.

**Unfair taxation system:** Before 1789, the taxation system of France was unfair. The clergymen and noblemen owned about three-fifths of the entire land. However, they paid less than one-fifth of the total direct taxes in the country. On the other hand, a member of the Third Estate paid 152 francs as income tax, whereas he should have paid only 14 francs, if the distribution were equal. Further the nobles and clergy were totally exempted from direct taxes levied on personal property and land. While the rich nobles and the clergy were exempted from taxation, the poor peasants were forced to pay a lot of taxes like salt tax, property tax, road tax, tithe and customs duty. The peasants were tired of this unfair taxation system and rose up against the regime of the time.

**Bankruptcy of the ancient regime:** By 1788, the French treasury was alarmingly empty. This financial crisis was caused by the luxurious lifestyle of the kings and members of the royal family, the exemption of the nobility, higher clergy and the church from taxation, corruption, and embezzlement of funds. The financial crisis forced the government to borrow money from the middle class and at the end they failed to pay back. In an attempt to recover their money, the middle class advocated for the overthrow of the government. This financial crisis led to the French revolution in the following ways:

People lost confidence in the government and wished that it could be removed. When the government failed to pay back the money to the middle class, the people decided to remove the government. That crisis led to inflation and unemployment which forced people into the revolution. It forced the King to call the Estates General meeting in which the revolution started.

**Dismissal of the financial reformers:** Capable financial controllers, Turgot and Necker, were dismissed. This worsened the financial crisis in France. They

had suggested reforms such as taxing the wealth of the nobles and the clergy, but the Queen advised the King to expel them because they criticized the financial mismanagement at the royal palace. This led to the revolution against Louis XIV in 1789.

The financial crisis was also caused by involvement in endless wars, notably the American war of independence and the 7 years' war (1756-1763) over the colonies of India and Canada between Britain and France.

**Character of Louis XVI:** He was the last King who ruled France from 1774 to 1793. He contributed to the occurrence of the French revolution in the following ways:

Louis was responsible for the financial crisis that hit France due to corruption, embezzlement and extravagance that characterized his reign. This created a revolutionary mood among the masses.

He confined himself in the royal palace, which made him unpopular and he was always asleep or hunting during crucial meetings.

He married a beautiful but less intelligent, arrogant and proud Marie Antoinette from Austria, a traditional enemy of France. Besides, she poorly advised the King hence committing **blunders** that resulted in the French revolution.

He signed a free trade treaty with Britain to allow her to sell her goods in France untaxed. This led to the collapse of local industries and generated a lot of hatred from the middle class who also joined the revolution against him.

He lacked firmness and often shed tears during hot debates. He was inconsistent and that is why he was ill-advised by the Queen. To Frenchmen, Louis XVI was king in name but not in character.

He involved France in the American War of Independence which led to the **bankruptcy** of his regime and he failed to pay back the money borrowed from the middle class.

Louis XVI (August 23, 1754–January 21, 1793) (Source: Google) Louis XVI of France was the grandson of King Louis XV and was married to Marie- Antoinette. Louis was considered a well-intentioned but weak king. A heavy tax burden and court extravagance led eventually to a popular revolt against him and paved the way for the French revolution. Louis was guillotined by the revolutionary regime in 1793.

**Influence of Marie Antoinette:** Marie Antoinette was a daughter of an Austrian Empress called Marie II Thérèse. She was hated by Frenchmen, more especially among the middle class, because she represented Austria which had

supported Britain in the “Seven Years War” which led to the loss of French colonies in Canada and India.

She was very insensitive to the problems of the French and that was why she, at one time, arrogantly told the peasants that: “*let them eat cakes if bread is expensive*” which angered the peasants during the French revolution.

She was also busy wasting taxpayer’s money on luxurious parties, giving a lot of gifts, employing about 500 servants and buying four pairs of shoes per week. This contributed to the financial crisis and led to the outbreak of the revolution.



*Marie Antoine (November 2, 1755–October 16, 1793)* Marie Antoinette was the Queen of France who died on the guillotine in 1793 during the French revolution. Her lavish life-style made her unpopular. Paying no attention to her country's financial crisis, she refused to make any concessions to hungry mobs who marched on the palace in Versailles. Instead, she called out troops.

Source: [https://upload.wikimedia.org/wikipedia/commons/thumb/4/4f/Marie\\_Antoinette](https://upload.wikimedia.org/wikipedia/commons/thumb/4/4f/Marie_Antoinette)

**Influence of England:** England provided an example to French society. By 1750, she had modernized and had the best parliament, a good constitution and an independent judiciary as well as freedom of religion. In addition to a better political environment, England became a reference for political philosophers who based their arguments on Britain. Many Frenchmen desired the life of England and this fueled the 1789 French revolution.

**Effects of American Revolution:** France participated in the American War of Independence to revenge against Britain. The French government, therefore, sent troops to America to fight the British. In 1776, the Americans defeated Britain. However, the war worsened the already alarming financial crisis in France and also provided a practical example to the French that “*if success could be obtained by the Americans, it could be obtained by the French as well*”.

Politically, the French soldiers who fought on the side of America came back with new revolutionary ideas and they were shocked to find out that the very conditions that America was fighting were present in France. General Marquis de Lafayette who was the commander of the French troops in America took the commanding role in the French revolution.

**Natural calamities:** To make matters worse, from 1788 France experienced natural calamities which led to the untold misery. In 1788 there was famine

caused by poor harvests, and the poor taxation system which prevented easy transportation of food. In early 1789 severe winter hit Europe leading to the freezing of many rivers in Europe; hence no fishing, transportation and employment. On top of that, in 1786 France had signed a free trade treaty with Britain which caused suffocation of French industries as cheap goods from Britain flooded the French market. As a solution to the problems faced by the French, a revolution was looked at as an alternative.

**The estates General meeting of May 5th, 1789:** The above factors created a fertile environment for the revolution. It only needed an incident to spark off a great revolution. King Louis XVI decided to call a meeting for all the three classes on Sunday May 5th, 1789 in order to resolve the economic crisis. In attendance were 1,224 delegates, including 308 clergy, and 295 nobles. Jacques Necker advised the King that the number of the third class members should be double because they represented the majority. That was why the third class members were 621.

Trouble came when they failed to agree on the voting procedures where the King wanted the voting to be on class basis and their opinion was for one man one vote. The king being very weak, failed to control the situation and the third class members declared themselves the National Assembly. This marked the beginning of the French revolution.

### **The main events in the course of French Revolution**

**Calling of estates general meeting (5 May 1789):** King Louis XVI called the meeting on advice of Necker, his Finance expert. It aimed at solving the financial crisis in France and other problems affecting the French society. However, King Louis XVI wanted each state to seat and vote alone over the "cahiers" (grievances) to be solved. But the representatives of the third states rejected the king idea of separate sitting and voting because the first and the second estates would outvote the third estate by the ration of 1:2 since they had similar interest. In this meeting the nobles were represented by 285 representatives, 308 represented the clergy, and the third Estate was given double representation, 621 representatives because they represented the majority of population.

The third estate wanted a joint meeting where every member would vote basing on "one man one vote" but the king ruled against this. The third estate was set to attain liberty, equality and fraternity. Failure to agree on the sitting arrangement and voting procedure, members of the third estate lead by Mirabeau declared them a national assembly and invited the members of underprivileged lesser nobility and the parish priest to join them.

This marked the beginning of 1789 French revolution. Possibly without calling the estate general meeting, the Frenchmen would have kept their grievances at a local level and the revolution would not have broken out, it marked the revival of the French parliament, peasants began to demand for their rights, it showed the weaknesses of the bourbon monarchy for it had no any means of disciplining the third class, it marked the beginning of the constitutional rule in France, it exposed the weaknesses of the king in that he failed to handle the matter of the sitting and voting procedure, it showed the unity and determination of peasants against the king, the nobility and the clergy and it lead to the end of absolute monarchy in France

**The tennis court oath 20<sup>th</sup> June 1789:** Since the third estate had become stubborn after the failure of the estate general meeting, the king decided to hold a special royal session (meeting) in which he planned to give his last order. But the representatives of the third estate were not informed of the royal session. So, when the third estate came, they found the hall locked and the soldiers told them that the hall had been locked for necessary preparation (a counter revolution). So, the third estate moved to a neighbouring indoor tennis court where they swore that "**they would never dissolve until the constitution of the French society is established. In the course of the French revolution, this event was referred as "tennis court oath".**

This increased the determination among members of National Assembly and marked the beginning of debates about the national constitution of France. The members of National Assembly thereafter started debating about the national constitution assembly separating it from the first and second estates. This was their first independent meeting.

**The royal session on 23<sup>rd</sup> June 1789:** In June 1789 another royal meeting was called in which the king announced reforms. But in this meeting the king declared the national assembly of the 3<sup>rd</sup> estate illegal and unconstitutional. He also ordered that the 3<sup>rd</sup> estates should always meet separately. After the meeting, the king and other two estates left the hall. The third estate remained seated in the hall. The king's master of ceremony ordered them to quit the hall and the soldiers were seen at the gate coming to drive them out of the hall. Mirabeau reacted by replying the M.C. that "**go and tell your master that we are here by the will of people and that, we shall not leave except at the point of the bayonet".**

Challenged by the tough stand of the 3<sup>rd</sup> estates, Louis XVI ordered 1<sup>st</sup> and 2<sup>nd</sup> to join the third estates in the National Assembly. This was marked as a victory of the 3<sup>rd</sup> estate (class). This assembly of 3 estates became known as the "constituent assembly".

This event showed that violence would be used during the revolution (bayonet) and It showed the future victory of the third estate. It showed the weakness of the clergy and nobility some of whom joined the 3<sup>rd</sup> estate.

**The storming of the Bastille on 14<sup>th</sup> July, 1789:** The Bastille was a royal state prison of the ancient regime. Many innocent French peasants and some of the members of the middle class were detained here without trial. This became to be known as the "**lettre de cachet**". Bastille was also where the state arms were kept. It marked the birth of freedom, the end of "**lettre de cachet**" and the fall of despotism, it marked the release of prisoners who actively joined the revolution, the fall of Bastille (14<sup>th</sup> July 1789) is still celebrated as a public holiday in France. The revolutionaries got fire arms and brought violence in the revolution. It led to the introduction of tricolour flag (revolutionary flag) and withdrawal of white flag (monarchy flag). The tricolour flag was made of: **red, white, blue** which symbolized a revolution.

**The session of 4<sup>th</sup> August 1789:** This meeting was called after the storming of Bastille. It was called because the peasants had rowdy destroying properties and residences of the clergy and the nobles. By August, the National Assembly had expanded following the joining of nobles and clergy who had remained in France realizes that the only way to save their lives was to painfully surrender their privileges and therefore on the day when the National Assembly was in a night session the nobles, one after the other announced the surrender of their privileges. Two members of the nobility proposed equality in taxation, the bishop proposed the sharing of the church land, and an archbishop proposed abolition of salt tax. The assembly also destroyed class discrimination and made promotion to public offices to be based on merit. This event forced therefore many nobles and clergy into exile. The meeting marked the removal of some problems of the third class and It destroyed the order of the ancient regime.

**The declaration of rights of man and citizenship 26<sup>th</sup> August 1789:** The national assembly changed its name to the **Constituent Assembly** because it had the role of making constitution for France. Therefore, in August the Constituent Assembly met to discuss the rights of the people. The French constitution was formulated on the model of USA. At the end of the meeting, the rights of self-rule and equality freedom of speech, press, worship, association and protection, right to vote and elect their leaders were declared.

But they made a mistake of leaving the king with too much power to veto which he used to refuse to sign the declaration of the rights of man and the decree (official order of decision) of 4<sup>th</sup> August 1789 which led to the march of women. The rights of the French became the foundation of the human rights for all men. USA and UNO copied them and they have become the basis of the right of the

man today. It lead to the destruction of all forms of class discrimination in France and hence equality of people.

**The march of women on 5<sup>th</sup> October 1789:** The march of women referred to the demonstration in which woman (6500), children and men dressed in women clothes moved from Paris to Versailles. The march of women was caused by the king's refusal to sign the decree of 4<sup>th</sup> August 1789 and declaration of rights of man, increased price of bread and the mobilization of troops from Germany against revolutionaries.

On 5<sup>th</sup> October 1789, a huge group of woman followed by men dressed as women began their move from Paris to Versailles aiming at the king reducing the prices of bread. And when the king was called from his daily game (hunting), he was surprised and promised special food for the people of Paris and agreed to sign the declaration of rights of man as well as the decree of 4<sup>th</sup> August 1789. Note that the people wanted to bring the king to Paris so as to separate him from the influence of the Nobles who used to ill-advise him.

This had a great significance as it showed the contribution of women in the French revolution, the king agreed to sign the declarations of rights of man and the decree of 4<sup>th</sup> August 1789 and it was a great humiliation to the royal family as they were moved from Versailles to Paris the following day (6<sup>th</sup> October 1789).

**The civil constitution of the clergy July 1790:** The Assembly went on in its determination to change the position of the church in France. The Pope in Rome was not to have any power in church affairs in France. All bishops and priests became servants of the state, and salaries of the higher clergy were reduced, while those of lower clergy were increased. This ended the privileges of the church, reduced the powers of the pope in France, abolished the church tax, the nationalization of the church land which was later sold to the peasants at lower prices, the salaries of lower clergy were increased while those of upper clergy were to be reduced, the beginning of the freedom of worship in France, it forced the king to plan an escape to exile and others.

### **The abortive (failed) flight (escape) of the king from Paris to Varennes 22 June 1791**

Louis XVI having been forced to sign the civil constitution of the clergy became humiliated. So, the pope, some nobles and his wife advised him to escape to Austria, join the émigrés and raise an army to come back and fight the revolutionaries. So, at right, Louis XVI, his wife and their children escaped heading to Varennes. Unfortunately, he was seen and arrested at the borders of France and Austria. He was brought back to France in a very a shaming manner.

This showed that the king had become an enemy of the revolution because he was planning to destroy it using foreign troops, it proved the weaknesses of Louis XVI (he accepted wrong advice of escaping). This event disgraced the royal family of France and it appointed the death of the French monarchy. One historian said "**at Varennes the monarchy had died, a year later Paris had burry it.**" It increased the demand for a republican government. This demand was led by Robespierre and Danton and in 1792 the first republic was called "Conventional Government" and it led to formation of political clubs in France. Some wanted republic while others wanted a constitutional monarchy.

**The new constitution of September 1791:** The national assembly finished writing the constitution of France in September 1791. The constitutions had the following provisions:

France was to be governed by a constitution with a king having executive powers.

The king was given the suspensive veto for six years.

The chamber was to have 745 deputies.

The chamber was to be elected by only tax-payers. (Tax equivalent to a three-day work pay).

Members of the former constituent assembly were excluded from the new parliament. However, this constitution was rejected by the republicans who formed a number of political clubs demanding for a republican government.

**The formation of political clubs:** After the establishment of the September constitution, many republicans rejected it. As a result, they formed many political clubs (parties) demanding for a republican government. For ex: Montagnards, the Jacobins, the Girondins, Cordeliers and Feuillants. These groups competed for political leadership in France and as a result they created violence and the reign of terror.

### **The reign of terror 1792 and the guillotine of the king (21st Sunday, January 1793)**

The reign of terror was the second stage of the French revolution. It was characterized by notorious violence. During this stage the republicans resorted to war. Under the Jacobins' republican government of Robespierre, violence increased at this stage due to the formation of the committee of public safety and the committee of general security whose work was to arrest suspects for guillotine.

On the 2<sup>nd</sup> and the 6<sup>th</sup> September 1792 these committees led to the guillotine of 1200 Frenchmen in Paris alone, an event known as the September massacres. Majority of the people killed were royalists who were suspected to be supporters of the king. On Sunday 21<sup>st</sup> January 1793 Louis XVI was guillotined or hanged (executed).

### **3.3.2. Consequences of the French Revolution**

The French Revolution had many permanent results, which proved to be of great value. This Revolution affected not only the people of France, but also changed the course of human history.

#### **Effects of French revolution on France**

- The revolution led to the loss of lives: Many lives were lost in the confusion that characterized the revolution. At first it targeted the privileged sections of the society. Mobs killed those they felt had in one way or another been responsible for their suffering during the ancient regime. With time, the introduction of the guillotine saw many perceived to be against the revolution being killed. The guillotine even consumed some of the revolutionaries as rivalry and suspicion hit their camp.
- The revolution destroyed Bourbon Monarchy in France: There was a complete collapse of the ancient regime. The French Revolution abolished all elements of feudalism including serfdom. The privileges of the clergy and the nobility also came to an end.
- The revolution forced many Nobles and Clergy to Austria as émigrés on exiles.
- The revolution brought conflicts between France and European powers.
- The revolution led to the destruction of property in France.
- It weakened the French economy. Unemployment problem was high especially among the people in towns since the lost their jobs and businesses stopped.
- It damaged the diplomatic relations between France and her neighbors like Prussia, Austria, Russia and Britain due to the mistreatment of Louis XVI.
- It led to the Declaration of the Rights of Man and the citizenship on August 27th, 1789. The document abolished the social class divisionism which had existed in France during the Bourbon monarchy (ancient regime). This led to equality among French citizens, as it declared that all men were equal before the law.
- The revolution encouraged multiparty democracy in France and this led to the rise of the Directory government. New men were appointed into high offices basing on their ability to perform.

- It revived the French parliament (National Assembly or General meeting on May 5th, 1789) which had last sat 175 years before in 1614.
- The revolution led to the outbreak of the reign of terror in France. This was characterised by bloodshed hence increasing the number of refugee problem.
- The revolution ended feudalism and selfdom in France: The French revolution ended feudal privileges on August 4th, 1789 in the assembly at Versailles. Land that belonged to the Catholic Church and the nobles was nationalized and given to the landless peasants at cheaper prices.
- The revolution improved the education sector: The revolutionaries introduced reforms in the education system. Polytechnic schools were built to train and produce skilled labour; secondary schools were built and old ones rehabilitated. This promoted efficiency in the education sector.

### **Effects of French revolution on the Catholic Church**

1. It abolished church control over land; land was nationalized and sold to the peasant citizens.
2. It abolished church's control over education and Pope had no influence in French affairs. The clergy had to be elected and paid by the state. This spoiled the relationship between France and the rest of the world.
3. It abolished the church tax (tithe) which was seen as a sign of feudalism and exploitation.
4. It reduced salaries of upper clergy and increased those of the lower clergy.
5. Privileges of the church were abolished: The revolution denied the Catholic Church of its privileges in France. The church clergy had to pay taxes and the clergy were turned into ordinary men and the church became a poor institution.
6. It abolished religious intolerance and freedom of worship declared. The civil constitution of the clergy brought freedom of worship by making Catholic Church merely one of the religions in France.
7. Abolition of Catholicism and replace it by the religion of reason, abolish Christian calendar, remove names of saints from calendar, Sundays become working day.
8. It divided the clergy into two groups. The juror priests and the non-juror priests (refractory).
9. In French history, non-jurors or **Refractory clergy** were **clergy** members who refused to swear an oath of allegiance to the state under the Civil

Constitution of the **Clergy**; also known as **refractory clergy, priests** and bishops.

10. It spoilt relationship between France and other catholic countries (Spain, Sardinia, Austria).

### Effects of French revolution on Europe

- Rise of revolutionary political parties: The rise of political clubs in France influenced radical reformers to organize similar political parties to pressurize the existing government for reforms. By 1792 political clubs were established in England and Scotland.
- It led to the 1820, 1830 and 1848 revolutions: in America, Italy, Germany, Greece, due to the spread of French revolutionary ideas which inspired them.
- It spoilt the relationship between France and other catholic powers in Europe.
- It led the abolition of feudalism in other parts of Europe, for example Prussia, Hungary, Italian; land was nationalized and sold to peasants. This ended monopolization of land by the church and the nobles.
- It increased constitutionalism in Europe. Revolutionary ideas led to the rise of constitutionalism as a check and a balance to despotism in Europe. Indeed, the UN charter on Human rights and American constitution has borrowed from the declaration of the right of man and citizen in France.
- Abolition of social classes system: The French revolution also influenced the abolition of the discriminative social class system that existed in Europe. The ideas of liberty, equality and fraternity influenced conservative states like Russia, Spain, and Prussia to abandon social class division and grant equality between the nobles, clergy, middle class and peasants.
- The rise of nationalism in Europe and the world. The French revolution led to the rise of new forces of change. I.e. Liberalism, nationalism and socialism in Europe. The revolutionary ideas of liberty, equality and fraternity undermined the old order of Europe that was characterized by conservatism and despotism. Nationalism influences the world up today while socialism brought antagonism and tension that led to cold war in the 20<sup>th</sup> century. Socialism dominated Eastern Europe and Western Europe was dominated by capitalism.
- The French revolution influenced the rise of new States men in Politics of Europe. The destruction of segregative social classes system and revolutionary ideas of equality offered opportunity for talented men like Napoleon in France, Mazzini and Cavour in Italian states and Bismarck in German States to rise to positions of importance in their states.

- Unification of Italy and Germany: The French revolution contributed to the unification of Italy and Germany. France conquered and re-organized the Italian and Germany states in 1796 and 1807 respectively. The French soldiers who liberated Italians and Germans preached the revolutionary ideas of liberty, equality and fraternity and nationalism. This inspired Italians and Germans with a high spirit of unity and independence against foreign domination. This foundation was combined with other factors which led to the unification of Italy in 1870 and Germany in 1871.
- French revolution increased the enmity between Catholic Church and the states because of the civil constitution of the clergy which nullified the privileges and influence of Pope and Catholic Church in France. This contributed to the outbreak of war between France and other catholic States in Europe e.g. Austria, Prussia, Russia etc.
- Diplomatic alliances: The French revolution initiated the idea of diplomatic cooperation in handling world affairs. The alliances against Revolutionary France that started in 1793 inspired the rise of international organizations like congress system, the League of Nations and the UNO.



### Application activity 3.3

1. Examine the causes of the 1789 French Revolution.
2. Assess the consequences of the 1789 French Revolution.

### 3.4. Factors for the rise, performance and downfall of Napoleon I.

#### Learning activity 34



Read textbooks, internet and other history documents to discuss about the rise and the decline of Napoleon and make a presentation in class.



*Napoleon Bonaparte*

Napoleon was born at Ajaccio in the Italian Island of Corsica in the province of Genoa. He was born on 15 August 1769. His father was Charles Bonaparte and the mother was Letizia Romalino Bonaparte. A year before his birth, Corsica Island was annexed by France. Napoleon I was born in a very poor family. He was one of eight children out of 13 who survived early childhood death. He got his education at Breinne military academy in Paris from May 1779 to October 1784. At 16 years he had graduated as artillery officer with the rank of 2<sup>nd</sup> Lieutenant.

Napoleon in 1795 saved the directory government from Royalists uprising, where he was rewarded Josephine Beauharnais, the daughter of Barras who was the first director of the directory government which earned him a rank of general. After a two-day honeymoon with Josephine, Napoleon led an ill-equipped army in Italian campaign of 1796 when he defeated Austria in Italy and signed Campo Formio treaty with Austria which agreed to withdraw from the coalition against France and northern part of Italy was taken by France.

By 1797, the Directory Government was threatened by Napoleon's popularity yet they had Britain as another external enemy and they sent Napoleon in Egyptian campaign such that he may die there, but as he was defeated by the British in Egypt, he learnt from the British newspapers that: The directory government was about to collapse, the Campo-Formio treaty had been rejected by Austria and the wife Josephine had become unfaithful.

And Napoleon escaped for Paris and organized a successful coup d'état against the directory government with the assistance of Abbé Sieyes, Pierre Roger Ducos and Barras he became the leader of France on 9<sup>th</sup> November 1799. In 1804 he confirmed himself the life emperor of France. However, Napoleon was defeated by the troops of Wellington (British general) and Marshall Blucher (Prussia) in the **battle of Waterloo**. Then on 17/06/1815, he was forced to exile to Saint Helena, a rocky Island of South Atlantic Ocean where he died in 1821 in a miserable life.



*Napoleon Bonaparte at St. Helena Island*

Source: <https://www.google.com/search?biw=1365&bih=690&tbs=isch&sxsrf=ACYBGNSNNWwbPycm5YKsf-4y4>

### **3.4.1. Factors for the rise of Napoleon Bonaparte to power**

**The French revolution helped him to rise to power:** There is a common agreement that Napoleon was a product of the French revolution without which he would have died a common man. This remains a historical fact because Napoleon's rise to power was greatly due to the changes and progressive events of the French revolution. He exploited the opportunities provided by the revolution to rise from a poor Corsican to an emperor of France. This is why he is called the child of French revolution. The role of French revolution in Napoleon's rise to power was as follows:

- The revolution abolished classes and this helped peasants to rise to positions of leadership.
- The French revolution also led to the exile and death of senior army officers and politicians which created scarcity of senior army officers and Napoleon was called in army in 1792.

- It is a French revolution that gave chance to Napoleon to display and advertise his abilities which helped him to be quickly promoted.
- The need to export the French revolution generated foreign wars which gave Napoleon more opportunities to display himself.
- Napoleon used revolutionary ideas within and outside France: this made him popular.
- The revolution brought many wars in which Napoleon got involved. These provided Napoleon with a platform to display his military talents which helped him to be recognized. It made him popular and this helped him to win the support of the people.

**The weakness of directory government helped Napoleon to rise to power:** By 1799, the directory government was unpopular and the French people longed for good French leadership. The government was bankrupt, officials were corrupt, there was insecurity, inflation, unemployment and there was intrigue among directors. The second coalition was had been organized against France and Austria had taken back the territories she had surrendered to France by the treaty of Campo Formio. These desperate conditions made the Frenchmen to be in high mood of change. This explains why Napoleon's coup received a blessing rather than opposition from the Frenchmen.

**Luck helped Bonaparte to rise to power in France.** Napoleon became Frenchman by luck because Corsica was annexed to France one year before his birth, by luck he survived the reign of terror because he was a friend of Robespierre.

- It was also luck, that the coup d'état of 1799 was successful.
- It was luck that Napoleon survived death in campaigns, especially in Egyptian and Italian campaign.
- He was lucky to be the only son-in-law of Barras. Therefore, Barras supported his rise to power.
- He was dismissed from service for over delaying on leave but he was so lucky to be called back due to shortage of artillery officers.
- He was also lucky to join the military academy of Brienne and Paris.
- He was lucky to survive early childhood diseases.
- He was lucky that he survived revolutionary event like the Reign of Terror in France.

**Napoleon character's greatly contributed to his rise to power.** He was courageous man, brave and skillful. He was military genius and intelligent soldier France had ever seen. Such character helped him to capture the attention of people and rose to power.

**Napoleon's power of foresight:** Napoleon had the abilities to assess situations and know how he could manipulate them to his advantage. After the French revolution, he abandoned the ambition to liberate Corsica and became a loyal French citizen. He did this because he had rightly foreseen that the revolution had come with opportunities that he would use to rise to power. He also refused to command the Paris forces when he was commissioned by Robespierre during the reign of terror. He refused to offer because he was aware that Paris was not secured and anybody could be guillotined any time.

**Napoleon's family background and ambition also helped him to rise to power.** Napoleon was born from a poor family and this gave him a determination to always work hard. He was an Italian by descent and he always longed to set his mother land free from French occupation and this is why he tried to liberate it three times but he failed. This ambition forced Napoleon to risk fighting Great powers like Austria and England with a disorganized army which helped him to capture the attention of the masses who supported him to rise to power in France.

**Education was yet another factor which helped Napoleon 1 to rise to power.** The education Napoleon acquired gave him merit to get appointments in the army. It also helped him to be able to read revolutionary literature and the work of political philosophers and to be aware of political events. The knowledge from the military academies helped him to be a great and successful soldier. These skills made him popular and helped him to rise to power.

**Napoleon close association with great people and his marriage to Josephine also helped him to rise to power.** He associated with men like Robespierre who was the leader of the Jacobins and Barras one of the Directors of the Directory government. This helped him to gain political experience and influence which eased to rise to power.

**Napoleon's early military success and operations helped him to rise to power.** In 1793 he successfully expelled the British from Toulon which earned him the rank of Brigadier, in 1795 he crushed a Paris insurrection, and after his Italian campaign, he was promoted to the rank of general. These victories made him popular to the masses and supported him to rise to power.

**Annexation of Corsica Island from Genoa (Italy) to France in 1768 helped Napoleon to rise to power.** The annexation of Corsica Island to France in 1768 was a blessing in disguise for Napoleon. It made him to be born a French man who was eligible to hold any public office in France. If it had not been so, he would have been Italian and would not have benefited from the military academies of Brienne and Paris. He would not have risen to power in France since he would have been a foreigner (Italian).

### **3.4.2. Napoleon's performance/reforms/achievements**

- a) Military success:** Leading the French army to military success against the foreign armies: He led the French army in battles against the foreign troops. He drove British forces out of the French port of Toulon, he won several victories against Austrians, he captured most of northern Italy, he forced the Hapsburg emperor to sue for peace, and he led an expedition to Egypt in 1798 in the hope of disrupting British trade with India and others.
- b) Establishment of the Consulate in 1799:** His military success encouraged him to assume political responsibilities in 1799. He overthrew the weak directory and set up a three-man governing board known as The Consul. This body was now to lead the revolution. Napoleon was its leader. He took up the title of first Consul. The Consulate drew a new constitution.
- c) Effectuated economic reforms:** Napoleon developed economic reforms to address the deteriorating economic conditions that faced France. He controlled prices, encouraged industrialization, established the first bank of France in 1801 and built roads and canals to improve transportation. He even sold France's vast Louisiana land territory across the Atlantic to the American government in 1803. This action doubled the size of the USA and ushered in an age of American expansion.
- d) Strengthening of the central government:** Under Napoleon, power was consolidated in an effort to strengthen the central government in which he was the supreme power. Through these measures, 'order, security and efficiency' replaced 'liberty, equality and fraternity' as the slogan of the new regime.
- e) Establishment of schools to train military officials:** The revolution was characterized by ill-trained military personnel. This affected the operations of the army. Napoleon addressed the problem by setting up a system of public schools under strict government control. The military was trained in these schools. Members of the public also benefitted from good education.
- f) Restoration of relations with the church:** He made peace with the Catholic Church in the Concordat of 1801. This law kept the church under state control but recognized religious freedom for Catholics. It was welcomed by Catholics but opposed by revolutionaries. Other religions were also recognized.
- g) Appeasing all classes in the society:** Napoleon took measures to appease all sections of the society. He encouraged Emigres to return so long as they took an oath of loyalty. Emigres were members of the nobility who had fled the country during the revolution. Peasant's right to land ownership was also made. He also made jobs open to all talent.

**h) Development of a new law code (the Napoleonic code):** He wrote the French laws leading to the civil code of 1804. The code embodied Enlightenment principles such as the equality of all citizens before the law, religious toleration and advancement based on merit. It touched on rights and duties, marriage, divorce, parentage, inheritance and property, and a statement of the general legal principles concerning them. However, the code was weak in certain respects. Male heads of household were given complete authority over their wives and children.

**i) Spread of the revolution to other parts of Europe:** By 1810, his empire had expanded greatly in Europe. As the empire grew, it took the ideas of the revolution to the new territories. The areas he conquered included the Netherlands, Belgium and parts of Italy and Germany. All these became part of the grand French empire. He also abolished the Holy Roman Empire and created a 38-member confederation of the Rhine under French protection.

**j) Forceful diplomacy:** Napoleon had another tactic. He used forceful diplomacy to install his relatives to power in various European countries. For example, after removing the Spanish king; he placed his own brother Joseph Bonaparte, to the throne. He also forced alliances on European powers from Madrid to Moscow. At various times, the rulers of Austria, Prussia and Russia reluctantly signed treaties with Napoleon. He came up with the Continental System which brought the whole of European mainland into an alliance headed by France. He tried to use the alliance to bring Britain to its knees but did not succeed. The French army spread the ideas of the revolution and helped to install code Napoleon in the areas.

**k) Boosting the spirit of Nationalism:** The successes made by Napoleon enhanced the spirit of nationalism in France. Great victory parades filled the streets of Paris with cheering crowds. French citizens were proud of their king's successes. They celebrated the glory and success of their country.

**l) Napoleon 1 also promoted agriculture in France.** He introduced new seed varieties from Holland which increased output in France.

### **3.4.3. Reasons for the downfall of Napoleon Bonaparte I**

By 1814, Napoleon Bonaparte had been denied by nature never to rule France again. He was defeated by the European 4<sup>th</sup> Coalition at the battle of Waterloo and exiled on the rocky Island of St. Helena where he died from in 1821 in a miserable life. The following were the factors responsible for Napoleon's downfall in 1814.

- The continental system of 1806 which had many negative effects such as inflation, famine, unemployment, hatred between French traders and Bonaparte also led to the downfall of Napoleon. The Continental system

were a series of economic measures which Napoleon 1 used in order to weaken the British economy. He issued out economic blockades or trade embargo on the British goods and stopped all the French allies from buying the British goods. This he did in order to bring Britain to his knees. But the Continental system turned into a boomerang and was largely responsible to Napoleon's down fall in 1814.

- Napoleon's imprisonment of the Pope in 1808 who had rejected continental system, led to the downfall of Napoleon Bonaparte because he lost the support of the Catholics. It should be remembered that when the Pope refused to obey Napoleon's Continental system, Napoleon ended up imprisoning him in 1808. This made Napoleon to be hated by the entire Catholic World and the Catholic French men hence his downfall.
- The peninsular war of 1809 or the Spanish war: This was caused by the reject of continental system. When Napoleon attacked Spain and Portugal, these two joined together and they defeated Napoleon. This defeat in the Peninsular encouraged European powers to join together and overthrow Napoleon. Note: The Peninsula wars refers to the wars which Napoleon fought with the countries of the Western Peninsula particularly Portugal and Spain.
- Napoleon's naval weakness led to his downfall. He had weak naval compared to that of Britain. Napoleon was defeated by Britain in the battle of Trafalgar due to the naval weakness of Bonaparte.
- Napoleon's overwhelming ambition: His ambition forced him to get involved in a very aggressive foreign policy to conquer Europe and the whole world. "I know limits of my legs, I know the limits of my eyes but I have never known the limits of my work" Napoleon remarked in expression of his ambition to conquer Europe. For this he got involved in endless wars of conquest and bloodshed, this led to his downfall.
- The negative effects of the Moscow campaign of 1812 contributed to Napoleon's down fall in 1814. Because Tsar Nicolas I of Russia had rejected Napoleon's continental system of 1806, Napoleon ended up attacking Russia in 1812 in what Historians call the Moscow campaign of 1812. In this campaign, he lost many soldiers, his horses, some generals detested him, and the defeat forced some of his colonies to rebel against him.
- The growth of European nationalism led to downfall of napoleon because he had spread revolutionary ideas of liberty, equality and fraternity. On which Napoleon's rule had been oppressive.
- Desertion by his military generals because they were tired and corrupted, and they revealed military secrets to the enemies. Most of

generals deserted him and joined the enemy side. They revealed his fighting tactics to his enemies making him to be defeated.

- Rise of liberation and patriotism in the lands which were under Napoleon's control. For example, the King of Prussia raised national feelings in his people by using Napoleon's own "ideological weapon" to arouse national spirit in his country, thus setting his people against Napoleon. Nationalism thus heavily played a role in Napoleon's downfall.
- Napoleon's excessive ambition and growing sense of self-importance made him to have increasing pride and self-confidence in himself. Napoleon wanted to remake Europe as a new Roman Empire. With this ambition, he was engaged in endless wars which caused the downfall.
- Lack of an adequate naval power which could rival the British navy. This made any chance of attacking Britain, her great rival, remote.
- Age in addition to exhaustion as a result of endless wars he fought contributed to his downfall. By the time of his downfall, Napoleon I had become exhausted due to many wars he had fought. He could not command his soldiers the way he used to do before. This made him to be defeated in 1814.
- The formation of the 4<sup>th</sup> European Coalition finally hammered the last nail on Napoleon's rule leading to his downfall in 1814. By 1814, European countries of Russia, Austria, Prussia, and Britain organized a coalition (combined force) to defeat Napoleon. Therefore, by 1814, he was defeated by a combined force of these countries marking the end of his rule.
- In the final analysis therefore, one can assert/ conclude that many factors contributed to Napoleon's down fall but the Continental system of 1806 played an important role than other factors.

To sum up, Napoleon Bonaparte (1769 – 1821) is considered one of the greatest military commanders in history. Starting as a second lieutenant in a French regiment, he rose to prominence during the French Revolution as a general of the Revolutionary government against the Royalist forces. He rapidly rose through the ranks through his military genius ultimately becoming the Emperor of the French in 1804. The army commanded by him is known as the Grande Armée (Great Army) and he led it to a series of historic victories that gave the French Empire an unprecedented grip on power over the European continent. Hugely popular among the masses, Napoleon also carried out various influential reforms including the implementation of Napoleonic Code, a legal code which served as a model for many countries across the world. Countries in Europe came together against Napoleon forming one coalition after another. He was triumphant against them for years but was finally defeated in the War of the Sixth Coalition. He was able to escape from exile and became an Emperor again

for a brief period but lost the famous Battle of Waterloo, ending his political and military career. Though many aspects of his life are controversial, Napoleon Bonaparte remains one of the most celebrated figures in history.



### Application activity 3.4

From a very humble background, Napoleon rose to power and become one of the most important world politicians and soldiers in the world. He achieved a lot and finally declined.

1. What were the factors that led to the rise of Napoleon Bonaparte to power?
2. Discuss the achievements of Napoleon I.
3. Examine the factors responsible for the downfall of Napoleon I in 1814.

### Skills Lab



Use a combination of knowledge, skills, attitudes and values you have acquired about great revolutions of 18th to 19th century and describe the positive legacy of these revolutions to the modern world and make a presentation.



### End unit assessment

1. Why did industrial revolution start in Britain and not elsewhere in the world?
2. Examine the effects of industrial revolution which are still visible today.
3. Explain the causes and effects of American Revolution.
4. To what extent did unfair political system of ancient regime cause the French revolution of 1789?
5. Describe the factors for the rise and downfall of Napoleon Bonaparte.

# UNIT 4

## FIRST WORLD WAR AND INTER-WARS

### Key Unit competence:

The student-teacher should be able to analyze the political, economic and social changes in the World between the two World Wars.



### Introductory activity

The end of the 19<sup>th</sup> century was characterized by a period of intense tensions and these led to the outbreak of the first World War at the beginning of 20<sup>th</sup> century. The first World War ended in 1918. This World War led to negative and positive effects such as Versailles treaty, League of Nations, World economic depression and the rise of totalitarian regimes in what was called inter-war period.

Use internet, textbooks, maps, photographs and media to answer to the following questions:

1. Explain the causes and effect of the first World War.
2. Examine the aims, achievements and failures of Versailles treaty.
3. Analyse the aims, achievements and failures of League of Nations.
4. Identify the causes and effects of World economic depression.
5. Explain the factors for the rise and downfall of Fascism in Italy and Nazism in Germany.

### 4.1. Causes and consequences of the first World War

#### Learning activity 4.1



Use internet, textbooks, maps, photographs and media to research on the first world war and examine its causes and effects.

The first World War was one of the most catastrophic conflicts ever fought in the history of mankind. World War I occurred between July 1914 and November 11, 1918. It broke out in the Balkan states and spread to other parts of Europe and later to the whole world. It was fought by the members of Triple Alliance including Germany, Austria-Hungary, Turkey, Rumania, and Bulgaria against the members of the Triple entente including Britain, France, Russia, Italy, USA, Serbia, and Belgium.

The first World War did not only involve the countries above, but the whole world where even African countries were involved fighting a long side their colonial masters.

The war was fought on land, in the air, on the sea, under and above the sea by both soldiers and civilians. The war was not due to one-day factor as Sarajevo incident could suggest, but was a result of tension which had mounted over a long period of time and made the World War I explosive by 1914. The first World War was regarded as a world war because almost all countries of the world participated, either directly or indirectly. It was regarded as World war also because the effects of the war were faced worldwide like economic depression of 1929.

### **Causes of the first World War**

#### **i) Long term causes**

Among the long term causes of the first World War include the following:

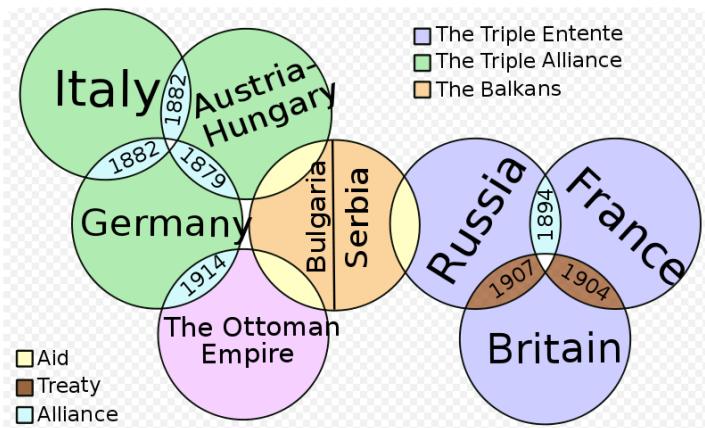
**Lack of international peace keeping body:** because the Congress System which would have solved a local affair between Austria and Serbia had died in 1914.

**Lack of peaceful statesmen in the world:** like the German chancellor Prince Otto von Bismarck who had abandoned his militarism after the German reunification. He was replaced by Kaiser William II who was an aggressive leader. In his foreign policy, he tried to intervene in each and every activity of the world politics to make Germany a big power. He declared; "Nothing must go on anywhere in the world in which Germany does not play a part". He is therefore blamed for starting arms race and militarism as well as signing a blank cheque to Austria-Hungary that increased Austria-Hungary's recklessness towards Serbia. He also openly promised Austria-Hungary that "(...) be rest assured that his majesty will faithfully stand by Austria-Hungary as required by the obligations of his alliance and by his ancient friendship".

## Aggressive nationalism also caused tensions:

Aggressive nationalism also caused tensions nationalism was strong in both Germany and France. Germans were proud of their new empire's military power and industrial leadership. The French were bitter about their 1871 defeat in the Franco-Prussian War and yearned to recover the most lucrative border provinces of Alsace and Lorraine. In Eastern Europe, Russia sponsored a powerful form of nationalism called **Pan-Slavism**. It emphasized that all Slavic peoples shared a common lead which should defend all Slavs. By 1914, it stood ready to support Serbia, a proud young nation that dreamed of creating South Slave state. Germany supported a form of nationalism called **Pan-Germanism**. **Pan-Germanism** was a Movement whose goal was the political unification of all people speaking German or a Germanic language. Some of its adherents favoured the unification of only the German-speaking people of central and Eastern Europe and the Low Countries or **Benelux countries** in a single nation-state. **Benelux countries are** coastal region of northwestern Europe, consisting of Belgium, the Netherlands, and [Luxembourg](#).

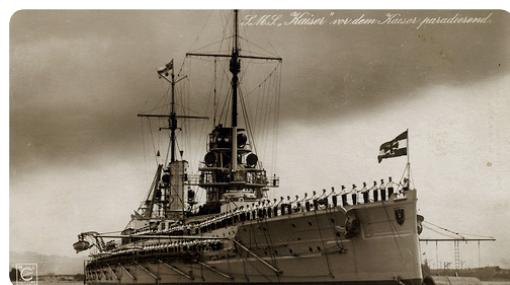
**Alliance System:** Alliance System initiated by Bismarck in his foreign policy in order to isolate France from European politics. This is because he had defeated France in the famous Franco- Prussian war of 1870-1871. He started the alliances such as **Triple Alliance**. This made other powers to also form the **Triple Entente** which were formed for defensive purposes but thereafter became hostile to each other leading to the first World War in 1914. There were a number of smaller alliances between various countries such as the Treaty of London (1839) between Britain and Belgium which dealt with Belgian neutrality in war, the Dual Alliance (1879) between Germany and Austria which changed into the Triple Alliance when Italy joined in 1882 and the Franco – Russian Alliance in 1894 as well as the Entente Cordiale in 1904 between Britain and France.



*The alliance system*

**Economic imperialism among European countries:** mostly between Germany, France and Britain like the Moroccan Crises of 1906 and 1911 when Germany lost Morocco to France. In 1912, naval competition between Germany and Great Britain was very important. The British and the French saw Germany turn up as colonial rivals in Africa, Middle East and Far East. In addition, Germany had an ambitious project of constructing a railway joining the Berlin and Bagdad that Great Britain could not support because it was a threat to its important colony, India.

**Arms race:** The arms race was a competition in the manufacture of deadly weapons and ammunitions. Arms race was characterized by the growth of militarism between Germany and Britain. Naval Challenge between Britain and Germany paved way for the war. Britain, a European island, had a motive for having a strong navy. Germany on the other hand was a continental nation with little access to the sea and therefore has no need for a strong, extensive navy. In 1900, Germany began to crate her navy with the intention of making it as strong as Britain who had the strongest in the world. This would obviously conjure up thoughts on Britain's part as to what Germany's motive for this was. Was it for status? Was it for rivalry? Or was it to claim Britain's position and her monopoly in trade? They (Britain) were not certain and in a bid to maintain their status and protect themselves, they began strengthening their already powerful navy. In 1906, Britain launched their HMS Dreadnought (a battleship). Germany later launched her version in an effort to topple Britain's. By 1914, Britain had a total of twenty-nine (29) Dreadnoughts while Germany had seventeen (17). This competition in the manufacture of weapons made countries to prepare hence war in 1914.

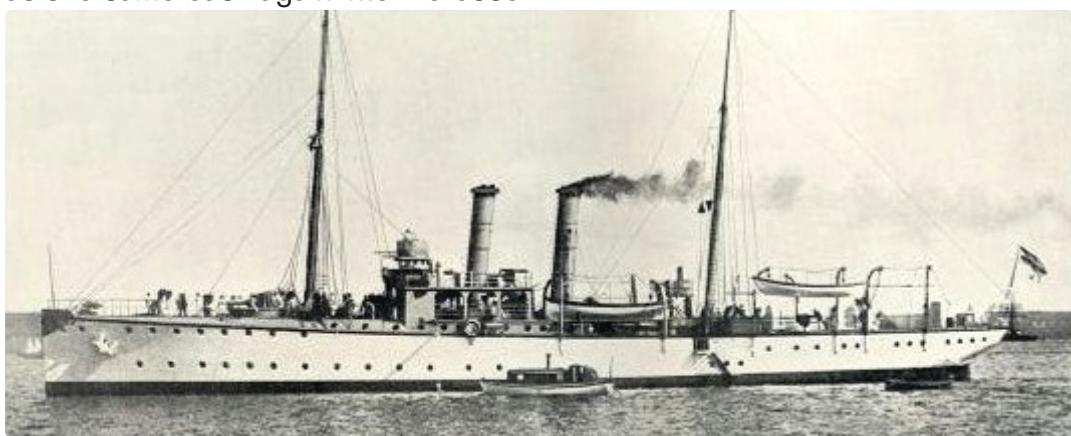


British Warship, the HMS Dreadnought  
(L) & the German Warship, the SMS  
Kaiser

**The European public opinion:** after the arms race and the alliance system, most of the Europeans wanted a war in order to know which camp had manufactured strong arms. Even the European powers wanted a war in order to test their newly manufactured weapons. Therefore, the European public opinion caused World War I.

**The role of press/mass media** cannot be underrated as a cause of the 1914-1918 disastrous war. Radio presenters and journalists because of the need to amass wealth over exaggerated the suspicion, fear and international tension between the big powers. For instance, the London Times poisoned the British public opinion against the Germans and radio presenters caused more fear and panic after the Sarajevo double murder which created public outcry for war. This forced European powers to strengthen alliances and mobilize for war as Russia did.

**Moroccan Crisis of 1911.** In 1911, another crisis over Morocco emerged. It occurred at Agadir in Morocco where Germany felt it was unfair that France got Morocco and she did not get anything. As a result, she sent a gunboat called the Panther to a bay in Agadir. This left the French in a position whereby they felt threatened that Germany would annex Morocco just like she annexed Alsace – Lorraine in 1871. This also made Britain feel threatened as she felt that if in fact Germany annexed Morocco, it could harm her as Germany might end up challenging her monopoly in trade. In the end, the Germans however removed the gunboat in exchange for two (2) stripes of land in French Congo. This however raised more conceptions that Germany would always be a threat as she came back again into Morocco.



*The German Gunboat, the Panther*

**The Balkan Crisis.** This region was a rather unstable one which contained a number of different nationalities. It was ruled by Turkey for quite some time however in 1908, Turkish power began to decline. Conflict was always occurring because the people wanted their independence. Russia as well as well as Austria bordered the Balkan region and both nations desired to take control of the region. After the 1908 Bosnian Crisis, Russia began to strengthen its military. She was confident not to back down again in the future. Between 1912 and 1913, there were many little wars in the Balkans. Serbia, Greece,

Bulgaria and Montenegro joined forces and created the Balkan League and in October 1912 they successfully attacked the Turks (first Balkan War) and drove them out resulting in a Peace Settlement where Serbia gained most of the territory. In the region, Serbia was a powerful army and they were allied with Russia which alarmed Austria. Austria was jealous and always desired to wage war on Serbia to crush them but needed a legitimate reason (which came after the Murders in Sarajevo).

The Balkan League was short lived though and a Second Balkan War emerged as Bulgaria quarreled with Serbia and Greece and later attacked them but was defeated.



### *The Balkan Countries and their Allies*

#### **ii) Immediate cause: The Sarajevo assassination (Sarajevo double murder) (June 28, 1914) and the start of the war**

On June 28, 1914, Gavrilo Princip, a member of a Serbian terrorist Group, killed Austrian Archduke Francis Ferdinand and his wife Sophia. "The first bullet struck the wife of Archduke, the Archduchess Sophia in the abdomen...she died instantly. The Second bullet struck the Archduke close to the heart. He

uttered only one word, 'Sophia', a call to his stricken wife. Then his head fell back and he collapsed. He died almost instantly."



### *Assassination of Archduke Franz Ferdinand*

Source:[https://en.wikipedia.org/wiki/Assassination\\_of\\_Archduke\\_Franz\\_Ferdinand\\_of\\_Austria](https://en.wikipedia.org/wiki/Assassination_of_Archduke_Franz_Ferdinand_of_Austria)

(Assassination illustrated in the Italian newspaper Domenica del Corriere, 12 July 1914 by Achille Beltrame).

The first World War started after the Sarajevo double-murder of Austrian Arch Duke, Franz Ferdinand and his wife, Sophia on June 28, 1914 by Princip Gavrilo, a Serbian student of the Black Hand Movement in Sarajevo, the capital of Bosnia. This incident was followed by an ultimatum document from Austria-Hungary to Belgrade, Serbia. The response to the ultimatum was to be issued in a period of 48 hours (July 23, 1914).

The document had three harsh conditions that were supposed to be met or satisfied by Serbia. Serbia was to destroy all anti Austrian activities and declare that, she was ready to be a good neighbour; to dismiss all anti Austrian officials from the Serbian administrative posts; and to allow the Austrians enter Serbia to investigate the Serbian guilt in the double -murder at Sarajevo.

However, Serbia accepted the first two and referred the third condition to the International Criminal Court at The Hague Tribunal. Austria was forced to declare war on Serbia on July 28, 1914. This opened the gates for the outbreak of the first World War.

Russia mobilized support for Serbia and Germany demanded that Russia should demobilize and when Russia refused, Germany declared war on her. Germany again demanded France to declare her neutrality and when France refused, Germany declared war on her. Germany troops invaded Belgium, thus violating the 1839 London treaty that had granted independence and neutrality to Belgium, which forced Britain to enter war against Germany. The same day the 1<sup>st</sup> world war was at gear.

As war progressed, USA was annoyed by Germany's propaganda when Germany destroyed the American ship that was carrying passengers and the Germans thought that it was carrying weapons to the members of the Triple Entente and again USA wanted to support the loans it had given to Triple Entente members and in 1917, USA declared war on Germany.

At 11:00 am French time, on **11<sup>th</sup> November 1918**, a treaty was signed between Germany commanders and victorious powers and at the end, the central powers; that is the Triple alliance members were defeated.



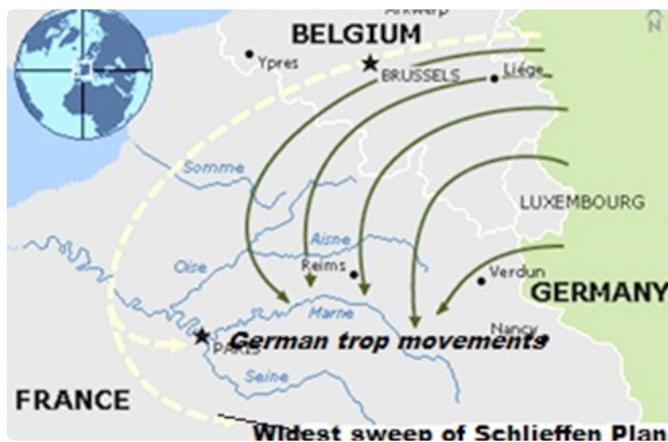
*The Balkans 1914*

Source: <https://i.pinimg.com/564x/7b/99/0f/7b990fe7caf474d7fc486f7155a10be8.jpg>

### **The course of the first World War**

The first World War was characterised by two main fronts; namely the war in western front (1914-1917) and the war on the Eastern front.

## War on Western front



### Schlieffen Plan and troop movements

Source: Frank Robert, *History the fronts of 1914 to 1917*, 1982, pge 21.

By using Schlieffen plan, Germany planned to outflank the main French defences by moving through Belgium and then through Northern France to encircle France within six weeks. However, supply lines proved to be inadequate, and communication between the two main armies was not better. In addition, the plan ignored British intervention, relying on the likelihood of French immobilization as the offensive progressed.

French success on the battle of Marne (September 5 to 12, 1914) ended Germany's hopes of a quick victory, and paved the way for the Trench Warfare that lasted until spring 1918.

## War on Eastern front

There was far more movement on the Eastern front than in the West, partly because of the much greater distances involved. The Russian army was invariably defeated by the forces of Germany and by the end of 1915, Russia had lost most of Poland, with more than two million soldiers out of the first World War.

## The Italian front

Italy entered the war in 1915 in an opportunistic manner engineered by its leaders with the Allies to secure territory at the expense of Austria-Hungary Front. Much of the fighting occurred in a series of battles close to the river. The great battle of Caporetto in 1917 almost led to Italian defeat. Italy was more successful in subsequent fighting but was disappointed by lack of territorial gains she had expected.

## War in the Balkans

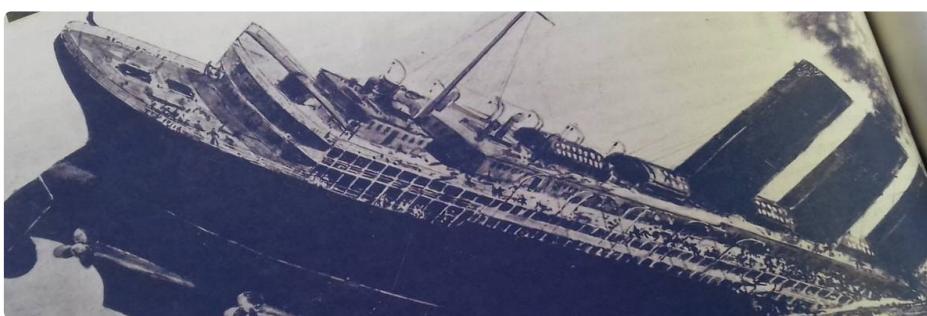
Serbia survived three invasion attempts in 1914, but succumbed in 1915 to an Austro-German offensive supported by Bulgaria, which checked an Anglo-French force attempting to support the Serbian army from Salonica. In 1916, Bulgaria having successfully contained Allied forces at Salonica, she invaded Romania; Bulgarian armies were joined by Austro-German forces that captured Bucharest in December 1916. The Bulgarians were now able to defeat several Allied offensives in Front of Salonica until September 1918. **The withdrawal of Russia from the war (1917)**

The first victim of the first World War was the Russian Empire. Indeed, continuous defeat by the Germans, lack of arms and supplies, problems of transport and communication, and utterly incompetent leadership, caused two revolutions, in 1917, and the Bolsheviks who took over power in November 1917 were willing to make peace.

The Bolsheviks stood for peace with Germany, partly to win popular favour in Russia and partly because they regarded the war as a struggle among capitalist, imperialist powers which should be left to exhaust and destroy each other for the benefit of socialism. They thus signed with Germany the Treaty of Brest-Litovsk on March 1918.

By this Treaty the Bolsheviks gave to Germany Poland, the Ukraine, and the Baltic Provinces (Estonia, Latvia, and Lithuania). As for the Germans, the Treaty of Brest-Litovsk represented their maximum territorial expansion during the first World War. Not only had they neutralized Russia, they also now dominated Eastern Europe.

## The entry of USA into the war (April 1917)



*The Lusitania*

Source: Ellis, EG. & Esler, A. (2008, p.830).

The USA entered the war on April 2, 1917 against the Central Powers. Germany had waged submarine warfare against the United Kingdom due to her naval

blockade of Germany. As retaliation German submarines were sinking British ships. In this perspective the Lusitania, a British ship was sunk by Germans and 1,198 people including Americans died but 761 people survived. International public opinion became hostile to Germany and this incident pushed Americans to enter the war. In addition, the USA had discovered that Germany was trying to persuade Mexico to declare war on the USA, promising her Texas, New Mexico and Arizona in return.

On April 2, 1917 American Congress declared war on Germany. Immediately the American government set about mobilizing its military resources, its industry, labour and agriculture. The USA thus made an important contribution to the Allied victory, by supplying food, merchant ships, credit and military help, and by mid-1918 over half a million American men were involved in the war.

### **The end of the first World War and the defeat of Germany**

After the entry of USA (led by president Woodrow Wilson) on the side of Triple Entente, USA declared war on Germany and members of the Triple Alliance on 6<sup>th</sup> April, 1917. From June 1918, American troops started engaging Germans on the western front.

In September, with the arrival of more American troops, the Allies launched the final offensive which the Germans could not withstand. The German high commander told their government that it was not possible for them to win the war.

The German foreign office then asked President Woodrow Wilson to make arrangements for an armistice and on 11<sup>th</sup> November 1918 fighting ended.

### **Reasons why the central powers lost the war**

- The entry of the USA in April 1917 brought vast resources that led to defeat of central powers
- The Allied political leaders of the time like George Clemenceau in France and Lloyd George of Britain were capable leaders than those of central powers.
- Germany was badly let down by her allies who constantly withdrew like Italy and Bulgaria.
- The continuous losses on the side of Germany as the best troops had been killed and by 1918, the new troops were young lacked experience and were quickly defeated.
- The Germany submarine campaign was a mistake because it brought USA in World War I, which led to the defeat of Germany.

- The Allied sea powers enforced deadly blocking which led to food shortage to members of Triple alliance, while the triple entente was fully supplied.
- The Schlieffen plan had failed and German was forced to face war on two fronts.
- The weakness of Germany allies (Bulgaria, Hungary, Turkey) military and economically.
- The small number of Germany soldiers especially in the colonies compared to those of the Triple entente.
- The internal conflict which out broke in Germany and the abdication of Germany emperor Kaiser William II.

### **Consequences of the first World War**

The year 1914 witnessed the beginning of the bloodiest war which mankind had never experienced before. This war led to profound changes that will continue to affect directly or indirectly the style of life.

1. The massive loss of lives: People who perished were estimated at about 13 million on the front and about 10 were left disabled. It was outrageous, regrettable and condemnable as far as human beings' lives were concerned. The first World War also had a lasting impact on the European population structure. Many men died on war fronts which made women to become more than men in the population pyramid. It led to the rise of new class of people in Europe, that is, the refugees who ran away from their homes and became a problem to European countries.
2. The war led to the destruction of property and infrastructure, like industries, mines, hospitals, shops, etc.
3. The war led to the woman emancipation where women were employed in factories, shops and public offices that were formerly for men. In Britain, women were allowed to vote. They began putting on trousers because they were now performing the duties of men most of whom had died in World War I.
4. There was improvement in education because it was realized that Europe needed educated labour force since technology improved after World War I.
5. The war led to the defeat of Germany and her allies, which marked the end of the war.
6. It led to the rise of new independent states like Poland, Romania, Yugoslavia, and Czechoslovakia.

7. The war led to territorial readjustment for example France regained her territories Alsace and Lorraine.
8. The war led to the formation of league of the Nations as a new international peace keeping body.
9. World War I led to the rise of dictators like Benito Mussolini in Italy and Adolph Hitler in Germany because they used the effects of the war to come to power.
10. The war led to the rise of Japan and USA as super powers since they were not much affected by the war.
11. The war led to the emergency of Weimar republic in Germany and this was because Kaiser William II went into exile and a new constitution of Germany was made in Weimar town because there was instability and bloodshed in Berlin.
12. World War I led to the rise of a new class of people; that is refugees who ran away from their home and became a problem to European countries.
13. World war led to Russian revolution of 1917 where Tsar Nicholas of Russia had been defeated in World War I and the Russians decided to fight against this government, hence the Russian revolution.
14. It led to the outbreak of World War II because of the rise of dictator who became aggressive contribution to World War II.
15. The war led to the decline of European economy.
16. Germany was deprived of all her colonies in Africa, Middle East and Asia. The other defeated powers like Turkey, Austria-Hungary and Bulgaria all lost their colonies to victor powers. These colonies altogether formed the mandate territories that were supervised by the victor powers on behalf of League of Nations.
17. The war led to the signing of Versailles Peace Treaty of 1919 which concluded the first World War. The Triple Entente called the conference in which Germany and her allies were forced to end the war by signing the treaty which created peace in Europe.
18. World War I led to the rise of African Nationalism: Africans supported their colonial masters on the promise of independence after the war. However, after the war they were not given independence, as result they formed political parties. The white who were considered as powerful people were killed during the war. Therefore, African fighters became courageous to overthrow colonial rule.



### Application activity 4.1

1. To what extent was the Alliance system responsible for the outbreak of the 1st WW?
2. Examine the impacts of the 1st World war.

## 4.2. Inter-war period

### 4.2.1. Versailles peace treaty of 1919

#### Learning activity 4.2.1



Use internet, textbooks, maps, photographs and media to research on Versailles peace treaty of 1919 and explain its aims, achievements and failures.

However long or violent a war is, eventually the opposing sides must make peace. But because war is destructive and leaves a bitter legacy, the peacemaking after a long conflict can be the hardest job of all.

The people who had that role in 1919 had a particularly hard task. The first World War involved more countries, using more powerful weapons, causing greater casualties and physical destruction, than any war before it. The war had bankrupted some countries. It led to revolutions in others. There was bitterness and resentment. In this post-war atmosphere almost everyone agreed that part of the job of the peacemakers was to avoid another war like it – but no one agreed how to do that.

Any treaty is a balancing act. The peacemakers have to keep the victors happy but ensure that the defeated country accepts the terms of the peace.

World War I ended in November 1918. And in January 1919 the victorious powers met at **Versailles** in Paris from **January to June 1919** to find ways of maintaining peace and preventing re-occurrence of war. It was signed on **June 28, 1919**.

The Versailles treaty refers to the document containing the particular clauses which applied to Germany and which were accepted and signed by Germany at Versailles in the Hall of mirrors in June 1919. The big three of the Versailles peace settlement were Woodrow Wilson the president of USA, Georges Clemenceau prime minister of France and Lloyd George prime minister of Britain. Others who were invited include Emperor Orlando prime minister of Italy.



A cartoon published in 1919 in an Australian newspaper.

### The Fourteen Points of President Woodrow Wilson of USA

At the conference, President Woodrow Wilson suggested 14 points to guide the peace makers at Versailles. The Fourteen Points in a summary.

1. No secret treaties.
2. Free access to the seas in peacetime or wartime.
3. Free trade between countries.
4. All countries to work towards disarmament.
5. Colonies to have a say in their own future.
6. German troops to leave Russia.
7. Independence for Belgium.
8. France to regain Alsace-Lorraine.
9. Frontier between Austria and Italy to be adjusted.
10. Self-determination for the peoples of Eastern Europe (they should rule themselves and not be ruled by empires).
11. Serbia to have access to the sea.
12. Self-determination for the people in the Turkish Empire.
13. Poland to become an independent state with access to the sea.
14. League of Nations to be set up.

## What were the motives and aims of the Big Three at Versailles?

**French Prime Minister Georges Clemenceau** was a realist, wanted punitive peace and compensation, aimed to weaken Germany as much as possible and blame them alone, wanted reparations (compensations for infrastructural damage - France been invaded twice since 1870), wanted military restrictions, Germany broken into smaller confederations, independent Rhineland and permanent control of Saarland.

**American President Woodrow Wilson** was an idealist, wanted to punish Germany but not too harshly, worried about spread of communism if too weak and revenge from Germans, wanted to strengthen democracy based on '14 points'; disarmament, League of Nations, self- determination. He also wanted to build more peaceful world but there were problems with some of the main ideas: For example Problems with self-determination: people of Eastern Europe scattered across many countries e.g.: 25% of the people who lived in Czechoslovakia were not Czechs or Slovaks. 30% of Poland not polish. 3 million Hungarians being ruled by foreigners. Some people were bound to end up being ruled by another group with different customs and language because borders were artificially imposed. Problems with LON: 'toothless' without military, structurally insufficient & confusing, unanimous vote required, 'mandates' seen as colonialist, membership problems: US, Germany, USSR absent, org seemed euro- centric and imperialist, supported TOV seen as unfair

**British Prime Minister Lloyd George** was a mediator, wanted a punitive but just peace, wanted Germany to lose colonies and navy as they threatened hegemony of British Empire but did not want Germany to seek revenge under pressure to 'make Germany pay', wanted to recover as trade partners as it created British jobs.

## Terms of the 1919 Versailles Treaty

None of the Big Three was happy with the eventual terms of the Treaty. After months of negotiation, each of them had to compromise on some of their aims, otherwise there would never have been a treaty. The main terms can be divided into five areas.

**War guilt.** This clause was simple but was seen by the Germans as extremely harsh. Germany had to accept the blame for starting the war. Article 231 appointed blame, called 'diktat'.

- **Reparations.** The major powers agreed, without consulting Germany, that Germany had to pay reparations to the Allies for the damage caused by the war. The exact figure was not agreed until 1921 when it was set at £6,600 million – an enormous figure. If the terms of the

payments had not later been changed under the Young Plan in 1929. Germany would not have finished paying this bill until 1984.

**German territories and colonies.** Germany's European borders were very extensive, and the section dealing with German territory in Europe was a complicated part of the Treaty. In addition to these changes, the Treaty also forbade Germany to join together with its former ally Austria. Germany's overseas empire was taken away. It had been one of the causes of bad relations between Britain and Germany before the war. Former German colonies, such as Cameroon, became mandates controlled by the League of Nations, which effectively meant that France and Britain controlled them.

**Germany's armed forces.** The size and power of the German army was a major concern, especially for France. The Treaty therefore restricted German armed forces to a level well below what they had been before the war. The army was limited to 100,000 men, conscription was banned – soldiers had to be volunteers, Germany was not allowed armoured vehicles, submarines or aircraft. The navy could have only six battleships, The Rhineland became a demilitarised zone. This meant that no German troops were allowed into that area. The Rhineland was important because it was the border area between Germany and France.

**League of Nations.** Previous methods of keeping peace had failed and so the League of Nations was set up as an international 'police force'. Germany was not invited to join the League until it had shown that it was a peace-loving country.

### Aims of the Versailles treaty

1. To re-organize Europe for the purpose of maintaining world peace, security and stability.
2. To redraw the map of Europe and restore balance of power. This was because Germany aggression had destroyed the balance of power to her advantage.
3. To map out strategies that would preserve the territorial integrity and independence of countries in Europe. This was because violation of territorial integrity and independence of states partly led to the outbreak of the first World War.
4. To reconcile the warring powers of the world most especially Germany although her aggression was checked for some time.
5. To free the different races dominated by the central powers (Germany and her allies).

6. To disarm both victor and defeated powers since arms race had partly caused the 1914 to 1918 disastrous war.
7. To recognize the principle of nationality and self-determination by giving independence to the oppressed nations. This was partly responsible for the outbreak of the first World War.
8. Victorious powers especially France wanted to permanently weaken Germany plus her allies in order to safeguard themselves from Germany aggression that caused the Franco-Prussian war and the first World War.
9. To establish a peace keeping body in Europe.



*The signing of the Versailles Peace Treaty of 1919.*

Source: Herbert Peacock, *A history of modern Europe 1789-1981*, Heinemann Educational, Seventh Edition, 1982, page 295.

### **The achievements of the Versailles treaty**

The treaty concluded the first World War and created some peace in Europe. At Versailles Germany and her allies were forced to denounce the war and accept defeat. Collective decisions were made on international issues as opposed to the pre-1914 idea of every nation for itself and God for us all.

The neutrality of important water bodies was granted. For instance, Dardanelles the mouth of the Baltic Sea which was the centre of economic conflicts was open to all ships of all nations.

The treaty restored balance of power that had favoured Germany and Turkey

before. The size of Germany and Turkey were reduced by giving independence to some states that were under them.

The Versailles settlement made some territorial re-adjustment. France regained Alsace and Lorraine that had been annexed by Germany. Independence was given to some states that were mainly under the Turkish and Austrian empire. These included Poland, Kuwait, Iraq, Yugoslavia and Czechoslovakia.

The treaty was fair to some landlocked countries of Serbia and Poland. Serbia was given free access to the sea which made her to profitably engage in trade. Poland was also given the Polish Corridor through Germany to port Danzig.

The Versailles peace makers adopted Professor Wilson's 14<sup>th</sup> point of establishing an international body to maintain world peace. This gave rise to the League of Nations in 1920.

The settlement made arrangements for exchange of prisoners of war and resettlement of displaced persons. Consequently, Germany released the allied war prisoners and likewise the super powers.

The Versailles settlement came up with the disarmament policy which although applied only to the defeated powers, helped in maintaining world peace.

### **Failure of Versailles peace treaty of 1919**

1. The treaty was too dictatorial, too harsh on Germany in terms of disarmament, where Germany was not allowed to discuss it. This treaty was unfair and unrealistic.
2. The treaty blamed Germany alone for the outbreak of the war. The responsibilities of other countries (Serbia, Russia, etc.) were ignored.
3. The treaty disarmed Germany alone and failed to disarm other powers.
4. The treaty forced Germany to pay an abnormal and an expensive war indemnity for the damages she did not cause alone. 6.5 billion pounds to be paid by Germany was Unfair.
5. The treaty initially excluded Germany and defeated powers from the League of Nations. It also excluded Russia because she had become communist state after 1917 Russian revolution.
6. The treaty was full of revenge policies against Germany. France wanted to have Germany destroyed because of the 1871 Franco-Prussian war; Britain wanted to revenge because of Kaiser William's character.
7. The treaty led to rise of dictators in Europe: For example, Hitler of Germany and Mussolini of Italy. Hitler came to power with the spirit of revenge against Allied powers.

8. The treaty failed to respect the principle of Nationalism. It handed over 10 million Germans to other countries. This was partly responsible for the outbreak of the Second World War
9. The treaty was unfair because the Triple alliance members were not invited.
10. The confiscation of Germany territories in Africa was seen as a way of making victorious powers rich which made Germany aggressive leading to World War II.
11. The treaty led to the formation of League of Nations but it failed to protect it because League of Nations had no army to implement its policies.
12. The chairmanship and place of the conference was unfair. France being the host and George Clemenceau who hated Germany made the treaty unfair.

### **Why did all the victors not get everything they wanted?**

Why was (any of three leaders) dissatisfied with TOV?

They all made compromises.

1. **Clemenceau wanted harsh peace:** a broken-up Germany and an independent Rhineland and disarmed German along with compensation. He got limited compensation and military restrictions, a unified Germany and demilitarized Rhineland. He felt this was not harsh enough, didn't get independent Rhineland or control of Saarland,
2. **Wilson wanted a just peace based on 14 points:** he did not want Germany blamed (article 231 & reparations) in TOV but they were. He successfully established self-determination in Eastern Europe and League of the Nations. Demilitarization was not achieved except by force in Germany and TOV/LON ultimately not ratified.
3. **Britain wanted a compromise peace;** was happy that German armed and naval forces were restricted, Lloyd received hero's welcome, although the spread of communism still worrying him. There were disagreements over self-determination & 'access to sea' clause, the harshness of the treaty and LON (Wilson wanted world parliament, Lloyd wanted to get together in emergencies only.) Clemenceau resented Wilson's generosity, wanted strong League with army.
4. **Clemenceau felt** that Britain was happy to treat Germany fairly in Europe which threatened France yet were less happy to treat them fairly when it came to concessions of colonies and military which threatened Britain.

## The Other WW 1 Peace Treaties

While the Treaty of Versailles often receives the most focus in terms of the post-WW1 peace treaties, there were another four treaties that dealt with Germany's allies. These changed the shape of Europe and the Middle East, and their effect still resonates strongly today.

### **The Treaty of St Germain in 1919.**

The first of these settlements to be signed was the Treaty of St Germain in 1919. Dealing with Austria, the treaty formally broke up the Habsburg Empire and dramatically changed the shape of central and Eastern Europe. Partly as a result of separating Austria from Hungary, the Treaty of St Germain reduced Austria to just 25% of its pre-war land surface and turned it into a land-locked state. The wealthy industrial regions of Bohemia and Moravia were lost to the new state of Czechoslovakia while Dalmatia, Bosnia and Herzegovina were joined to form the new Yugoslavia. In the north, Poland gained the region of Galicia while the western areas of South Tyrol, Trentino and Istria were ceded to Italy.

In terms of the military, the Austrian armed forces were limited to 30,000 soldiers. Union with Germany – *Anschluss* – was expressly forbidden, and Austria was also forced to pay reparations (although in reality no money was ever actually paid).

**Treaty of Neuilly with Bulgaria, 1919.** Because it was a minor player in the war, gained territory from Turkey It was forced to hand its Aegean coastline to Greece, while other territory was given to the newly-formed Yugoslavia. Approximately 300,000 Bulgarians therefore found themselves in new countries. Bulgaria was also required to reduce its army to 20,000 men and pay reparations.

### **Treaty of Trianon with Hungary, 1920**

The following year Austria's neighbour Hungary also had to recognise the independence of the new states of Czechoslovakia, Poland, Yugoslavia and Hungary in the Treaty of Trianon. Hungary lost Slovakia, Ruthenia and Bratislava to Czechoslovakia while Croatia and Slovenia joined the newly-formed Yugoslavia. One of the most devastating territorial losses was that of Transylvania, which was given to Romania along part of the Banat. Similarly to Austria, Hungary was forced to pay reparations while its military was reduced to 35,000 men.

### **Treaty of Sevres with Ottoman Empire, 1920:**

Arguably the most complicated settlement was the Treaty of Sèvres that was signed with Turkey in 1920. Negation on territorial terms led by Mustafa Kemal which led to war between Greeks and Turks - unsuccessful treaty, Arabs

were promised Arab state for siding with Britain & France to defeat Germany, Palestine problem till date. The Ottoman Empire was already 'the sick man of Europe', and Britain, France and Italy sought to benefit from its disintegration. They each wished to use the treaty to benefit their own national interests in the region, but the necessary compromise resulted in a final treaty that was seen as both harsh and humiliating. Italy felt justified in demanding Turkish territory in return for joining with the Entente powers, while Britain hoped to expand its control over the merging oilfields in Iraq and Iran. President Wilson of the USA, meanwhile, hoped for Armenian independence.

The final terms of the treaty stated that Turkey was required to abandon all its claims all claims to its Arab and North African territory and, although Constantinople remained Turkish, it lost control of large areas of its previous empire. Greece gained Eastern Thrace and the area around the Dardanelles as well as being allowed to occupy and administer Smyrna for five years. Armenia and Kurdistan were to become independent states while Palestine, Iraq, Transjordan and Cyprus became British mandates. Syria was put under the control of France. Turkey's finances, meanwhile, were put under Allied control.

The Turkish ruler, Sultan Muhammad VI, was ready to accept the treaty but it was met with significant opposition by the Turkish people who were offended by the loss of the empire to the same foreign forces that were now controlling areas their sovereign country. The treaty was also rejected by the emerging nationalist movement under Mustapha Kemal Pasha who established a new National Assembly at Ankara. The Turkish War of Independence soon followed, which saw the nationalists force Greece out of Smyrna and negotiate both a French withdrawal from Turkish territory and a compromise agreement with Britain.

Rather than becoming an independent state, Armenia opted to join the Soviet Union after years of fighting against Turkey. The war in Armenia is a highly contentious period of history, with Turkey fiercely rejecting claims by Armenians and many historians of forced movement and mass killing that amounted to genocide.

An armistice was eventually agreed between Turkey and its enemies in 1922, and this was followed by the Treaty of Lausanne in 1923 which recognised Smyrna, Anatolia and Thrace as Turkish territory. This replaced the Treaty of Sèvres, and essentially established the modern Turkey that we know today.



### Application activity 4.2.1

Examine the merits and demerits of the Versailles peace treaty of 1919.

#### 4.2.2. League of Nations

##### Learning activity 4.2.2



Observe the following symbol and use internet, textbooks, and media to answer the questions that follow:

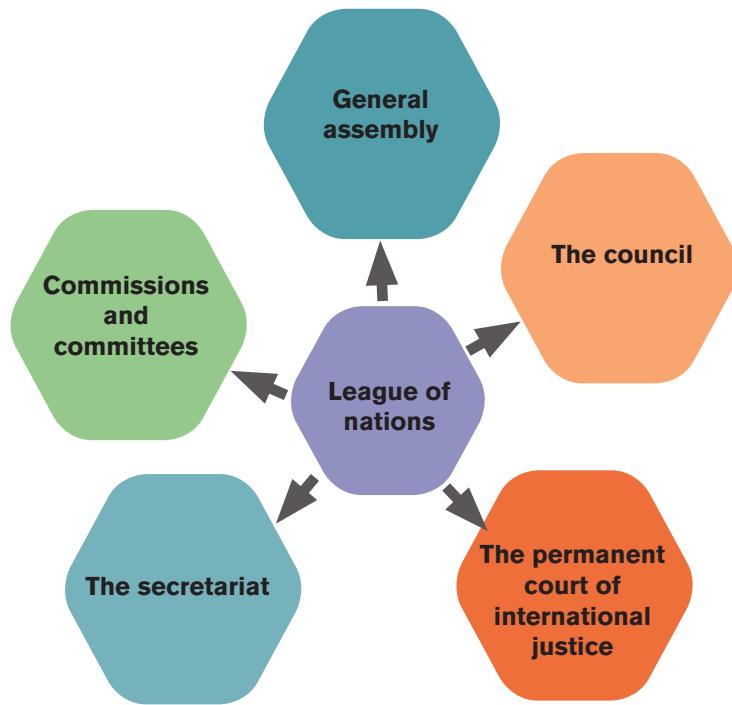


- 1) What do you understand by the above organisation?
- 2) Identify the objectives, achievements and failures of the organisation shown by the symbol above.

The League of Nations was an international peace keeping body formed after the first World War. It formally came into existence on January 10, 1920. It began with 42 member states but the number increased to 55 by 1926 when Germany was admitted. The Headquarters of the League of Nations were located in Geneva, Switzerland a neutral State. When the League of Nations was set up, point No.14 of the Woodrow Wilson statement was carried out, and for the first time in human history an international organisation was deliberately created to maintain peace and security in the world.

The League of Nations was an integral part of the Treaty of Versailles. It is often spoken of as being the brainchild of the US President W. Wilson. However, although Wilson was certainly a great supporter of the idea of an international organisation for peace, the League was the result of a coming together of similar suggestions made during the first World War by a number of world statesmen.

## Organs/structures of League of Nations



The main organs of the League of Nations were the **General Assembly**; its main function was to decide general policy; **the Council**, its main task was to deal with specific political disputes as they arose; the **Permanent Court of International Justice**; its main task was to deal with legal disputes between states; **the Secretariat**, had to look after all the paperwork, preparing agendas, and writing resolutions and reports related to the decisions of the League; **Commissions and Committees** were in charge of dealing with specific problems. The main commissions were those which handled the mandates, military affairs and disarmament.

### Aims of League of Nations

- Maintain peace through collective security.
- Encourage international co-operation.
- Solve economic and social problems.
- Defend and promote territorial integrity and sovereignty of member nations against aggression of any kind.
- Limit production of the disastrous military weapons.
- Implement the terms and conditions of the 1919 Versailles Peace settlement.
- Preserve its achievements.

- Promote diplomacy in settling disputes since the first World War was partly caused by lack of international organization and collapse of international diplomacy (the congress system).
- Suppress Sea pirates who were a threat to international trade on big waters like the Mediterranean Sea, black sea and the Pacific Ocean.
- Control drug trafficking and consumption of dangerous drugs like marijuana, cocaine and opium.
- Improve the conditions of workers and stop exploitation of workers by employers.
- Work out a plan for repatriating and resettling refugees or people displaced by the first World war.

### **Achievements of League of Nations**

- a) The League of Nations achieved success in dealing with matters of human welfare, for example, the international Labour organization (ILO) was formed to improve general conditions of workers.
- b) The League of Nations recorded success in looking after refugees.
- c) League of Nations recorded success in health organization which was concerned with the control of diseases where it helped in reporting epidemic diseases, their spread and finding ways of controlling them. It also organized campaigns against Malaria, leprosy, rabies and syphilis.
- d) The League of Nations recorded success in maintaining peace by solving political conflicts that involved smaller powers. For example, in 1921, the League of Nations solved the conflict between Sweden and Finland about an Island and League of Nations ruled that the Island belonged to Finland.
- e) The League of Nations monitored and controlled mandated states by sending questionnaires to mandates states asking them how they are controlled by the new colonial masters.
- f) The League of Nations made an achievement in disarming Germany which helped in reducing Germany's supremacy.
- g) The League of Nations effectively solved the problem of slavery and Drug trafficking by setting up anti-slavery commission.
- h) The financial commission of League of Nations succeeded in negotiating for loans for the construction of the economy of Austria after World War I.
- i) The League of Nations solved the international disputes through the international court of justice.
- j) It maintained international peace for about 20 years.
- k) It also reconciled defeated Germany with the victorious powers because Germany was also admitted in League of Nations in 1926.
- l) It promoted human rights. It advocated for emancipation of women. It protected rights of refugees.

## Failures of League of Nations

- a) The League of Nations failed to disarm victorious powers which forced Hitler to revive Germany's militarism, thus leading to World War II.
- b) The League of Nations failed to form a joint international army that would be used in checking the activities of dictators.
- c) It failed to check and control the activities of Dictators: Adolph Hitler of Germany and Benito Mussolini of Italy which led to World War II.
- d) It failed to handle conflicts between Japan and China or Italy and Ethiopia.
- e) League of Nations failed to win the membership of USA whose military and economic strength would have helped the League of Nations in controlling the dictators.
- f) It failed to put in place precautions against membership. Countries were free to enter and withdraw without any penalty and in 1935 many countries had withdrawn, which made the League of Nations very weak.



### Application activity 4.2.2

1. Account for the formation of League of Nations by 1920.
2. Assess the achievements of the League of Nations in the inter-war period.

### 4.2.3. World economic depression

#### Learning activity 4.2.3



Use internet, textbooks, maps, photographs and media to research on world's great economic depression and explain its causes and effects.

The economic depression was a general economic decline in economic activities after World War I. It started in 1929-1935. It was characterized by unemployment, low income, low aggregate demand (low purchasing power), low prices, low investment and low economic activities. Economic depression began in the Canadian agriculture sector and by 1929 it had spread to other parts of Europe and the world at large.

Economic depression begun on Thursday, 24<sup>th</sup> October 1929, **black Thursday**. Many people who had saved their money in banks had to go and withdraw their savings. This was followed by the closure of many financial institutions leading to unemployment, closure of factories, and low demand for available goods. The prices fell dramatically.

*The beginning of the Great Depression. The stock market crash of 1929*



Source: <https://i.pinimg.com/563x/06/2f/9ca21d063265aad81cd8do3.jpg>.

### **The causes of the Great World Economic Depression**

The causes of the great World economic depression of 1929-1933 were many and none of them can stand alone in isolation of other factors to explain this phenomenon but a combination of many factors as seen below.

- **Negative impacts of the first World war**

- The war destroyed industries, farms, ships, trading centers and factories which resulted into a low production.
- The war also brought the problem of debts in which USA demanded high interest rates from European powers.
- The war led to the collapse of international relations and trade.
- More to this the war indemnity charged on defeated powers led to economic.

All these consequences had a negative effect on production and the ability to purchase goods, hence leading to the economic depression.

- **Domestic overproduction**

Because of high profits and mechanization, American industries produced many goods which could not be absorbed by domestic markets.

- Overproduction forced many industries to close down and workers were sent out.
- The problem of unemployment increased.
- The prices of agricultural and industrial products became low.
- The producers and manufacturers lacked the finances to produce goods. All these led to economic depression.

- **The American policy of economic nationalization and isolation (trade protection)**

After the World War I, USA closed her markets from other European exporters so as to protect her industries. In response, other countries also protected their markets from external exporters. This led to the collapse of international trade and the accumulation of unsold surplus. Hence the world economies collapsed.

- **The negative economic implications of the Versailles treaty**

This forced Germany and her allies to pay a heavy war indemnity, which affected their economies.

- Defeated countries lost their colonies
- Defeated powers were not allowed to trade with victorious powers. Hence the collapse of international trade and the collapse of economy.

- **The announcement of effects of the economic depression**

The newspapers, radio stations, politicians and opinion leaders had announced the economic depression. This forced various businessmen to withdraw their money from banks and hence the fall of other economic activities.

- **Poor distribution of income**

Poor distribution of income between the employers and the workers, major consumers, was reduced at 80% while the profits of industries rose by 72%. This led to economic depression because the workers were losing their purchasing power.

- **The failure of League of Nations to solve problems**

It failed to promote economic cooperation and international trade. It failed to suppress protectionism policy. It failed to prevent USA from exploiting her debtors by paying debts using gold. It also failed to solve problems of unemployment, inflation, overproduction which led to economic depression.

- **Reduction in the efficiency of labour**

The first World War reduced the efficiency of labour because most of the strongest, experienced and skilled manpower was either killed or disabled by the war. This led to low production and general collapse of economic activities.

- **The rise of political instability in Europe**

These are revolutions, assassinations, riots, demonstrations and conflicts between communism and capitalism, the rise of Nazism and Fascism, etc. Such instability paralyzed economic activities and led to economic depression.

- **The increasing population with limited welfare services**

The population increased after World War I but the economy remained underdeveloped. As result, there was unemployment leading to financial shortages and hence the collapse of purchasing power, industries closed down which led to economic depression.

- **The rise/emergence of weak and young states**

These could not support themselves financially and powerful countries like USA spent large sums of money to the new countries like Poland and Yugoslavia. The money given to the new countries reduced the production capacity of donor countries.

- **The general decline in agricultural activities**

After World War I there was a great rural-urban migration (USA and UK) and this affected agricultural productivity, thus affecting negatively agro-based industries.

- **The gold standard system**

This was operating in world economies by 1929 also caused the depression. This is because each country was supposed to have a total amount of money in circulation equivalent to total value of gold in her reserves. This limited money supply for some countries which had little gold which reduced demand leading to a depression.

### **Measures to overcome the World Economic Depression**

The USA and other European countries set the following strategies to resolve the crisis:

- Germany on her part attempted to solve the economic depression by violating the 1919 Versailles Peace treaty terms when she stopped paying the war indemnity of around 6.6 billion pounds and also started serious industrialization thus solving the economic depression in Germany.
- The USA fought the economic depression by using the New Deal Program introduced by the new US President Franklin Delano Roosevelt in 1932. By this program, there were new laws regulating the stock market and protecting bank depositors' savings, jobs creation programmes for the unemployed like Tennessee Valley Authority (TVA), construction of schools, hospitals etc. The USA also set up a social security system and depreciated the value of her dollar so as to increase the purchasing power of the Americans. The New Deal was

largely inspired by some economists such as John Maynard Keynes who introduced an economic theory popularly known as Keynesian theory of unemployment after analysing the causes of the Economic depression.

- The gold standard system was stopped since played a role in the outbreak of the World Economic Depression from 1929 up to 1935.
- A World Economic Conference was held at Geneva in 1933 in Switzerland and was attended by 66 countries that worked out different solutions to end the Economic Depression such as to remove obstacles to free trade and implement a uniform tax on imports and exports.
- World powers attempted to solve the economic depression by using aggressive policy where they invaded weak states so as to solve the problem of lack of raw materials and markets for their goods. For instance, in 1935 Italy invaded Ethiopia, in 1936 Germany invaded Czechoslovakia and in 1939 invaded Poland.
- Unemployment relief schemes were adopted by various countries which among others included United States of America, Britain and France to benefit the unemployed citizens above 18 years.
- European powers formed regional economic integration for example, the European Economic Community (EEC) which promoted interstate trade in the region, hence solving the depression.
- Socio-economic reforms were also used to solve the depression. This was through modernization of agriculture and industrialization and formation of trade unions which fought for the rights of workers.

### Effects of the World Economic Depression

The effects of the World Economic Depression are as follows:

- The economic depression led to widespread unemployment.
- It led to the closure of industries: factories were producing surplus products yet prices and demand were very low. This subjected industrialist to heavy losses and consequently they closed down factories.
- The economic depression led to the rise of dictators in Europe like Adolf Hitler in Germany, Benito Mussolini in Italy and General Franco in Spain.
- It made powerful countries of the World to start attacking weak powers as way of solving their economic problems. For example, Japan on China and Italy on Ethiopia.
- Economic depression led to formation of European Economic Community (ECC) as a way of promoting trade among European countries.

- It led to the failure of League of Nations member's states had no money to finance its activities.
- It led to the breakdown of international relationship where European countries hated America because of the isolation policy.
- The gold standard system was abandoned up to the present. This is because this system limited countries with little gold to have enough money in circulation which had contributed to the economic depression.
- It led to World War II because of the rise of dictators, weakening the League of Nations and making countries aggressive.



### Application activity 4.2.3

1. Discuss the causes and consequences of the world economic depression of 1929-1935.

## 4.2.4. The totalitarian regimes in Europe

This is a system where the government allows the only one political party of the government in power and does not allow parties to coexist. This system also calls for complete obedience. It is basically characterized by autocracy, despotism and favoritism of those in power like the **Fascist** Regime in Italy and **Nazism** Regime in Germany.

### 4.2.4.1. Fascism

#### Learning activity 4.2.4.1



Use internet, textbooks, maps, photographs and media to research on the rise of totalitarian regimes in Europe and explain the factors for the rise and downfall of Fascism.

### Background of Fascism and Mussolini

**Fascism:** The world fascism is derived from Latin word “**fasces**” or bundle of rods tied around the axe which was the magistrate’s emblem of power in ancient Rome.

In Italy, Fascist group presented themselves as the only symbol of authority and strength for the purpose of making Italy gain her place and pride in Europe and to fight socialism and communism. It was a style of politics that was characterized by personal dictatorship of Benito Mussolini, Political intolerance, party rule, violence and terror.



*Benito Mussolini*

Mussolini was born in Romagna in 1883. His father Alessandro Mussolini was a blacksmith and a socialist, while his mother Rosa Mussolini Maltoni, a devoutly Catholic school teacher. Owing to his father's political leanings, Mussolini was named Benito after Mexican Reformist President Benito Juárez, while his middle names Andrea and Amilcare were from Italian socialists Andrea Costa and Amilcare Cipriani. Benito was the eldest of his parents' three children. His siblings Arnaldo and Edvige followed.

At the age of 9, Mussolini began his education and graduated as a teacher with a diploma in education in 1907. He later abandoned his education career and joined journalism as a newspaper editor. Mussolini had fought for Italy in the first World War and was wounded during the war, but by its end he formed a political movement called the Faschi Italiani di Combattimento (Italian Combat Leagues or Squad), in March 1919 at Milan City in Italy whose members came to be known as the Fascists. It was composed of frustrated jobless youth, industrial capitalists and the middle class.

In 1922, Italy witnessed a successful fascist revolution that led to the rise of Mussolini, supported by the Black shirts, army and the guards. On October 28th, 1922 he organised a March to Rome and when King Victor Emmanuel II was convinced by the Parliament to suppress the marchers, he refused and then, the Cabinet under Prime Minister Luigi Facta resigned without firing a shot. The King Victor then handed over power to Mussolini by inviting him to form a new government on October 28, 1922 and the Fascist Party got power in Italy. Mussolini was supported by the military, the business class, and the liberal right wing.

### **Characteristics (Principles of Fascism)**

- **Anti-liberalism:** The Fascist members were against the principles of French revolution (equality, liberty, human rights). They suggested **authoritative** regime.
- **Anti-communism:** Fascists were enemies of communism and socialist because these systems promoted equality while for fascists, social inequality is a natural fact that nobody can suppress.
- **Extreme nationalism:** That is an emphasis on rebirth of nation after a period of decline. They promoted prestige of the country by the war and conquest. Hence military regime.

- **One party state:** there was no room for democracy.
- **A totalitarian system of government:** This was where the fascist was to control everything in Italy.
- **Economic self-efficiency:** The government needs to direct the economy of the nation owning factories and land.
- **Military strength and violence:** Mussolini said “peace is absurd fascism does not believe in it”. They get power by force and they were to use violence to silence opponents.
- **Tireless propaganda (unremitting):** fascist slogan “believe, obey, fight”.

### **Factors for the rise of Mussolini (Fascism) to power in Italy by 1922**

Mussolini rose to power on 28<sup>th</sup> October 1922 after taking over Victor Emmanuel III the legitimate king. He was favored by the following factors.

- **The negative effect of World War I:** The impact of the first World War aided fascism and Benito Mussolini to power. The war had negative consequences like loss of lives over 600,000 Italians both civilians and soldiers. Mussolini associated the democratic government of Victor Emmanuel III with such losses and Mussolini decampaigned it as weak and incompetent of handling the Italian affairs. This paralysed the democratic government and undermined its popularity in favour of fascism and Mussolini. Hence rising up of Mussolini and fascism.
- **Weakness of Victor Emmanuel III's democratic government:** The government failed to handle crucial socio-economic problems like inflation, unemployment, poverty, high crime rate and bloodshed. Victor Emmanuel failed to promote unity and harmony. His government ignored violence with false hope that the opposition would crash, weaken, and destroy themselves. This gave Mussolini a chance to exploit such negligence and violence to weaken other rival political groups and undermine democratic government. This led to the rise of Fascism.
- **The unfair Versailles treaty on Italy:** It cultivated a favourable ground for the rise of Mussolini to power. Italy was promised territorial rewards which were not fully implemented and Italy was poorly compensated.
- **Role of the fascist terrorist squad:** Mussolini used a group of hooligans to create chaos in Italy so as to get a reason for blaming the government of Victor Emmanuel III. He was therefore supported by most Italians.
- **His personal talent:** Mussolini was a gifted speaker whose speeches were enjoyed by the Italians. During his public speeches, he spread the fascist manifesto to the Italians convinced them to support him against the government of Victor Emmanuel III.

- **Influence of press:** Newspapers like Papolo d'Italia campaigned for Fascist and made Mussolini popular for Italians. It was also used to spread the Fascist propaganda as well as de-campaigning against the then government.
- **Political and democratic reforms in Italy:** From 1900, Italy allowed different political parties and people to participate in politics. This opened the gates for Mussolini and Fascism to join political struggles.
- **Disunity among political parties:** in Italy also provided opportunity for fascism to rise to power with Benito Mussolini. Such political parties had different ideologies that facilitated room for a united fascist party to become popular.
- **The July 31<sup>st</sup> 1922 strikes:** The fascist was instrumental in suppressing the general strikes organized by the socialists. This increased the popularity of the fascism hence rising to power.
- **The weakness of the League of Nations:** This failed to check the rise of the new aggressors like Mussolini.
- **The prevailing social and economic problems:** for example, declining industries, inflation, mass unemployment, low wages, starvation, poverty, foreign debts, and collapse of agriculture. All these led to his rise because Mussolini also promised to solve these problems.

### How did Mussolini consolidate himself to power?

- He abolished other political parties and established a single party government in Italy. This removed opposition parties from the parliament.
- He carried out public works. Roads, bridges and health centers were established or innovated. Most Italians therefore supported his rule because of the hardworking spirit.
- He made the Catholicism a state religion and declared Vatican an independent state under the Pope. He was therefore supported by most Catholics. Mussolini achieved this through the Lateran treaty which he signed with Pope Pius XI in 1929.
- Strict censorship of press. His government monitored all newspapers before their circulation and opposition journalists were usually forced into exile to Lipari Island in the Mediterranean Sea.
- He strengthened dictatorship by removing constitutional check on his rule.
- He used the Fascist propaganda of extreme nationalism to change people's minds and thinking or opinion against his rule.
- He used economic reforms such as industrialization, modernization of agriculture, supply of hydro-electric power and modernization of towns to win support of the majority Italians.

- He abolished democratic constitutional of Italy. He dismissed all officials who had been elected democratically in Rome like mayors, town clerks and town councils.
- He organized and strengthened the Italian army and police which ensured peace and fought all those who opposed his rule.

### **Different factors that led to Mussolini's downfall:**

- **Mussolini established the Fascist state in Italy based on dictatorship and leadership by decree:** This inflicted a lot of suffering of the Italian masses. He denied Italians their democratic rights. Leadership through elections came to an end with his coming to power and referendum was introduced in policy making and representative.
- **He made Fascism the supreme and only political system:** i.e. political pluralism was suffocated and in 1925, party system was abolished. This was brought by repressive measures on communist supporters many of whom were imprisoned.
- **Mussolini denied the Italian people all sorts of freedom:** these included the censorship of the press, no freedom of speech, association and worship among others. Injustice was widespread and because of this the majority of the Italians were living like prisoners in their country;
- **Mussolini failed to control the malpractices within the government:** there was corruption and embezzlement of government funds. By 1930, the Italian economy had deteriorated by all standards;
- During his period of administration, leadership **discrimination** was rampant in all sectors of the society. Even the social services were not extended to the poor Italians in the rural areas;
- **He promoted the feeling of anti-Semitism:** the negative attitude, hatred and segregation against the Jews. The union between Mussolini and Hitler and their ideology were hated throughout Europe and this forced European communities to unite and fight against them and eradicate their ideologies of Nazism and Fascism.
- **Mussolini followed aggressive policies:** when he involved Italians in hostilities and military confrontation with other Europeans leading to the outbreak of the Second World War. He was therefore responsible for the disastrous war between 1939 and 1945.



#### **Application activity 4.2.4.1**

1. Identify the rise of Fascism in Italy.
2. Examine the factors for the decline of Mussolini's fascist regime in Italy.

#### 4.2.4.2. Nazism

##### Learning activity 4.2.4.2



Use internet, textbooks, maps, photographs and media to research on the rise of totalitarian regimes in Europe and explain factors for the rise and downfall of Nazism.

#### Adolf Hitler



Adolph Hitler was born on April, 20<sup>th</sup> 1889 in the Austro-German border town of Brounaal. His father Alois Hitler was a minor customs official in Austria. In 1902 his father died and in 1907 his mother also died. Hitler did not get proper education on account of his obscure background and being a total orphan.

Hitler got his early education in Linz town academy; however, he failed to get a certificate (1907). His ambition was to become a fine artist but this was frustrated when he failed to join the Vienna as a sign painter, causal labourer of odd jobs and a street beggar. This is what shaped Hitler's personality of poor interpersonal relationship, intolerance and hatred of the bourgeoisie, the royalists, the socialists, the Republicans and the Jews.

In May 1913, Hitler went to live in Munich a city in Germany. In 1914, Hitler joined the Germany's army and fought in World War I. at the end of the war; he had risen to the rank of Lance Corporal and awarded the "Iron cross" for his bravery. Towards the end of the war, Hitler was badly wounded and was hospitalized when the armistice was being signed. He was discharged and returned to Munich where he lived for some time on occasional work.

Hitler was very disappointed with the defeat and humiliation of German in the first World War. His views were that Germany was not defeated due to her military weakness but was "stabbed in the back" (betrayed) by its leader Emperor **Kaiser William II** and traitors like Jews, Socialists, Pacifists, Democrats, etc. this experience haunted him for long time as he later wrote: '**the more I tried to glean some definite information of the terrible events that happened, the more my head become a fire with rage and shame.**'

Hitler later joined the National German workers socialist party which was later renamed Nazi. He distinguished himself as a true patriot and his oratory and demagogic skills earned him the leadership of the party. In 1924, Hitler attempted a futile coup against the Weimar Republic for which he was imprisoned for five

years but was released after only 6 months. While in prison, Hitler wrote his book "Mein Kampf" (my struggle) which became the bible of the Nazis. This made him and the party more popular. By 1933, Hitler and Nazism were very popular amongst the Germans. In the elections of March 1933 the Nazi won 288 seats in the parliament. This forced president Hindenburg to appoint Hitler as a **chancellor** that became a platform for his rise to power when Hindenburg died in August 1934. Once in Power, He eliminated all opposition and launched an ambitious program of world domination and elimination of the Jews. His rule lasted 12 years and he died a broken and defeated man. Several attempts were made on Hitler's life during the war, but none was successful. As the war defied his orders, he killed himself on 30<sup>th</sup> April, 1945. His long term mistress and a new bride, Eva Braun, joined him in suicide.

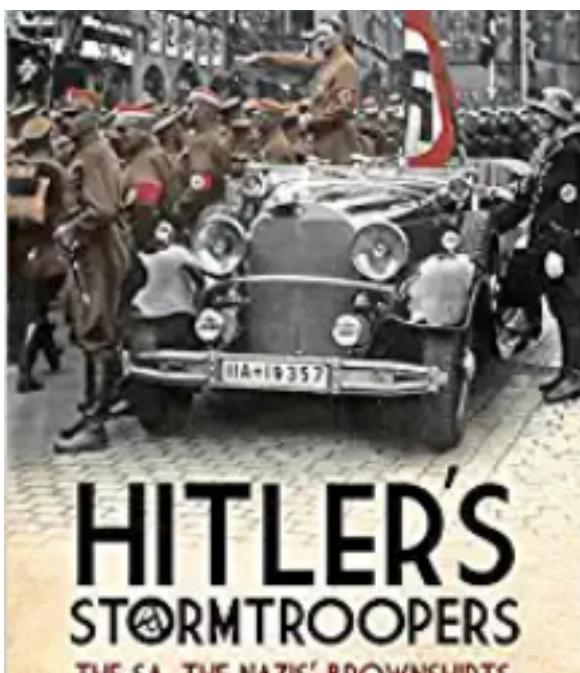


Dust jacket of 1926–1928 edition Source: [https://en.wikipedia.org/wiki/Mein\\_Kampf](https://en.wikipedia.org/wiki/Mein_Kampf)

### The factors for the rise of Adolf Hitler and Nazism to power

- **The first World War led to the rise of Nazism:** It left Germany in the state of economic decline and dictatorship was looked at as the only solution to Germany's problems. Hence the rise of Hitler to power.
- **Unpopularity of the Weimar republic:** It accepted the unrealistic Versailles settlement which was against the will of the Germans. This made the people of Germany to admire a leader like Hitler who was courageous to strongly oppose the unfair terms of the Versailles treaty.
- **His personal character and talent:** He was a courageous and ambitious leader and above all an eloquent speaker. His speeches touched on the hearts of the Germans who felt that Hitler was the answer to all their problems. This made him to work for his rise to power.

- **His publication:** For example, my struggle (1923-1924) while in prison. It contained a 25-year program promising to improve the general conditions of German masses.
- **The death of Von Paul Hindenburg** (the president of the Weimer republic) on 15th august 1934 also created a power vacuum for Hitler to rise to power moreover he was the chancellor from 1933.
- **The great economic depression:** It created a desperate situation of poverty, unemployment and inflation and Hitler was looked at as the only liberator.
- **Role of the Nazi storm troopers:** The Storm Troopers, also known as **Sturmabteilung**, or “Brown Shirts,” refer the Nazi Party militia that helped Adolf Hitler rise to power in Germany. Created in 1922, and organised by Hitler’s great follower captain Ernest Roehm. The Storm trooper was extremely antisemitic and antidemocratic in its military activities. Its members were mainly lower-middle class Germans who had lost their jobs due to the country’s economic problems. The Storm troopers gave them something to be part of and proud of. They engaged in street fights with their political enemies, practiced pseudo-military exercises, and terrorized Germany. Ernst Rohm became the Supreme Commander of the Storm troopers in 1924. They influenced people to vote for Hitler.



Source: <https://www.amazon.com/Hitlers-Stormtroopers-Nazis-Brownshirts-1922/dp/1848324251>

- **Role of the Nazi party:** Most Germans believed that the Nazi party would solve the problems of the middle class such as unemployment and poor working conditions. They therefore supported the Nazi party and Hitler.
- **The Germany traditional history of loving dictators:** Germany was characterized by dictatorial rule since her unification struggle such as Bismarck, Von Moltek, Von Roon and Kaiser William influenced people to believe that dictators can rule the state.
- **The unrealistic Versailles treaty:** Hitler condemned the Versailles as unpopular and influenced the Germanys to stop paying the war penalty of 6.5 billion pound. He was therefore judged as a true Germany nationalist.
- **The growth and spread of communism in Germany:** the success of 1917 Russian revolution led to the establishment of communist government in Russia. The spread of communism threatened the property owners in Germany. However, after the formation of Nazi party in 1920, Hitler promised to fight communism and protect capitalists.

### **How did Hitler consolidate himself to power?**

Hitler came to power in 1934 after the death of President Hindenburg. When he came to power, he used the following measures to strengthen himself to power.

- Dictatorship: as a dictator, Hitler: He made law which outlawed other parties. He only recognized Nazism. He limited the power of parliament. He outlawed the constitution. He denied the people, the freedom of association and press.
- He banned all political parties and the Nazi party remained the only legal party in Germany.
- He used suppressive policies to eliminate his political enemies that are by setting up special prisons, concentration camps to jail those with anti-Nazi ideas.
- Hitler suppressed public press broadcasting, literature, drama, music, painting, public films and publications reflecting Hitler's tastes. All books which had anti-Nazi ideas were burnt in huge fire in Berlin in 1935.
- The clergymen were warned to sign an oath promising never to teach materials that were against Nazi.
- The professional teachers had to sign an oath promising never to teach materials that were against Nazi party.
- Hitler built a strong army that was used against internal and external enemies.

- Hitler reduced the pre-1933 economic problems which earned him more support from Germans and no one would think of opposing Adolph Hitler.
- Hitler modernized agriculture, set new industries, thus solving unemployment which attracted support to Adolph Hitler.
- Hitler captivated Germans youth where parents had to take their children to public schools where they had to register and joined Hitler's young group association and were brought up according to Hitler's doctrine and the young generation was completely royal to Nazism.
- Hitler used Nepotism to consolidate his power, he employed his close relatives and friends to carry out administration on his behalf.
- Hitler used a strict spy network and a secret police to keep him informed of the events in his empire (suspects were jailed, killed or exiled).
- Hitler controlled education to his favour: he did this by encouraging the teaching of Nazi principles and ideas in public schools. Hitler also rewrote school textbooks to include Nazi ideas.
- Hitler promoted strict control of the church: he controlled both Catholic Church and the protestant. For example, he signed an agreement with the pope in which the pope was to appoint bishops after consulting Hitler. He also withdrew the church from controlling politics and education.
- Hitler used Racism to maintain his power in Germany. For example, he discriminated the Jews and the Slavs. He banned intermarriage between Germans, Jews and Slavs. Jews were dismissed from political offices, arrested and killed Jews in large numbers: The Jews were accused of collaborating with the big powers to defeat Germany in World War I.
- Hitler introduced the people's courts to try suspects charged with treason.
- He promoted strict control of workers.

### **The factors for the downfall of Nazism and Adolf Hitler**

- Death of his best friend Benito Mussolini on April 28, 1945 and the downfall of Fascist Party damaged Hitler's morale and forced him to commit suicide on April 30, 1945.
- The great decline in the economy of Germany due to bombardment of her factories and industries by allied forces of Britain, France and USA among others harmed Hitler's popularity.
- Dictatorship which was coupled with excessive oppression like banning other political parties, harassing and killing of his German opponents who among others included Hans Ramshorn a member of the Reichstag.

In 1934, as part of the Night of the Long Knives, Ernst Julius Röhm was executed on Hitler's orders as a potential rival among others.



**Ernst Julius Röhm**

Source: <https://www.fold3.com/page/286091759-night-of-the-long-knives/stories>

- The size and heterogeneous nature of the German Empire by 1939, whereby it included the Germans, the Austrians, the Poles, the Dutch and the Czechoslovakians and by the time Adolf Hitler failed to manage to control this wide size. It was necessary for Hitler to commit suicide before the various German senior officers did since they attempted to do so several times.
- Withdrawal of Germany from the League of Nations which put Germany under isolation from world affairs. This made Germany to be considered as an enemy of other European countries which later formed an alliance against Germany.
- Betray of strong supporters of Nazism. For example, Hammira the commander of the Schultz Staffel crossed and surrendered to the allies on 28<sup>th</sup> April 1945. This weakened Hitler since all his war plans were exposed to the allies hence his downfall.

The formation of the allied powers of Britain, France and Russia against the Axis powers of Rome-Tokyo-Berlin Axis meant decline of the Nazi party as it was the case with World War I, the alliance system played a significant role in the defeat and downfall of Adolf Hitler by 1945.



### Application activity 4.2.4.2

1. Explain the factors for the rise of Nazism and Adolf Hitler in Germany
2. Account for the downfall of Adolf Hitler in Germany.

### Skills Lab



Use a combination of knowledge, skills, attitude and values acquired throughout this unit and create a poster against wars and any other form of conflict in the world. Present your poster to the class.



### End unit assessment

1. The outbreak of the First World War was inevitable by 1914. Discuss.
2. Examine the merits and the demerits of the Versailles peace treaty of 1919.
3. Account for the formation of the League of Nations by 1920.
4. Examine the significance/consequences of the world Economic depression of 1929-1935.
5. To what extent was Mussolini's ability responsible for the rise of Fascism in Italy?
6. Why did Hitler and Nazism collapse in 1945?

# UNIT 5

## THE SECOND WORLD WAR AND ITS EFFECTS

### Key Unit competence

The student-teacher should be able to examine the causes and the effects of Second World War.



### Introductory activity

The Second World War witnessed intensification of military conflicts all over the World and left disastrous effects. Do research, using internet and reading range of written materials to:

1. Describe the causes and the effects of the Second World War.
2. Explain the aims, achievements and failures of United Nations organization.

### 5.1 Causes and consequences of Second World War

#### Learning activity 5.1



Read textbooks, internet and other history books to find out the causes and effects of the Second World War.

The Second World War was the war fought between the axis powers, that is, Italy, Germany and Japan (Berlin- Rome-Tokyo axis powers) against the allied powers, that is Britain, France, Russia and USA. It was the most destructive war that mankind had ever experienced and it started with Germany invasion of Poland on 1<sup>st</sup> .09.1939 and ended with the surrender of Japan in August 1945.

The Second World War period witnessed intensification of military conflicts all over the World. It also witnessed the use of dangerous weapons and ended with weapons of mass destruction such as atomic bombs. Modern technology

was applied during the war and it was also during this war that the World experienced the genocide which claimed the lives of about 6 million Jews killed by the Nazis under Adolf Hitler of Germany. A number of factors played a role in this most destructive war.

### **5.1.1 Causes of Second World War**

It has been argued that the Versailles settlement of 1919 sowed seeds for the outbreak of the Second World War. It was signed in a vengeful mood on the part of the Allied powers against Germany, and it was unfair to Germany. The peace treaty was very unrealistic in its attempt to create a lasting peace which ploughed ground for the outbreak of war in 1939. This treaty was a kind of dictated peace. It was a dictated treaty on Germany which had no chance to negotiate.

The following explain how Versailles settlement sowed the seeds of the outbreak of WWII:

- It deprived Germany of every scrap of its colonies in Europe, Asia and Africa which caused economic hardships in Germany. This forced Hitler to invade Austria, Poland and Czechoslovakia, hence the outbreak of the World War II.
- Danzig was cut off from Germany and the country was forced to stand totally disarmed.
- Allied troops were stationed in Germany, in order to enforce the provisions of the Treaty.
- The Versailles treaty forced Germany to pay a heavy war indemnity or reparation of 6.5 billion pounds. This amount was too huge that Germany became weak. This forced Hitler to revenge on the powers that imposed the treaty on Germany. (Article 232).
- With the article 231 of the settlement, Germany alone was held guilty of the war. Thus it caused hatred in the minds of the Germans and made Hitler to adopt an aggressive foreign policy which made World War II inevitable.
- The Versailles treaty was imposed on Germany. She was forced to sign, she was not allowed to criticize or negotiate, and this creates a spirit of revenge, which prepared ground for World War II.
- The Versailles treaty disarmed Germany unfairly. Germany's soldiers were reduced from 400,000 to 100,000 men, German bases and weapons were destroyed yet other countries were busy rearming themselves. Such unfairness forced Germany to rearm and prepare for war.

**The revival of the arms race and failure of the disarmament policy also contributed the outbreak of the war.** The victorious powers disarmed Germany almost to the end and themselves, never did at all. This forced Adolf Hitler to rearm Germany to the teeth. As a result, arms race resumed among European states especially Britain, Germany, France and Italy. This bred tension, mistrust, and fear which eventually resulted into the outbreak of the Second World War.

**The Appeasement Policy** initiated by the British prime minister, Neville Chamberlain who argued that another war could be avoided by pleasing aggressive powers like Germany. The policy was based on dialogue and compromise as opposed to violence as a solution to axis aggression. There was a general feeling that the Versailles treaty was unfair. It was due to this policy that no military action was taken against Mussolini when invaded Ethiopia (1935) and on Japan when she occupied Manchuria (1931) and when Hitler invaded the Rhineland (1936), Austria and Czechoslovakia (1938). Britain and France took no step against Germany. They instead signed the Munich agreement with Germany in recognition of her occupation of the Sudetenland. Chamberlain thought that this would serve as a reconciliatory approach between Germany and the signatories of the Versailles Settlement. However, these inspired Hitler who decided to occupy the whole of Czechoslovakia. On September 1, 1939 Germany decided to invade Poland culminating into war because Hitler had refused to withdraw from Poland as He was demanded by France and Britain.



**Neville Chamberlain**

Neville Chamberlain, prime minister of Britain immediately prior to World War II, appeased Adolf Hitler's aggression in Europe to keep his country out of the war. Chamberlain's efforts ultimately failed.

Source: Encarta Premium 2009

## **Why did France and Britain use the appeasement policy?**

It was a way of avoiding war which was likely to be more devastating.

Britain and France used their appeasement policy because they knew that they were unfair to Germany and Italy during the 1919 Versailles settlement.

The League of Nations had become very weak; Chamberlain believed that the only way to settle disputes was by personal contact between leaders. Hence the use of appeasement.

Economic cooperation between Germany and Britain would be good for both.

Britain used appeasement policy because they feared that the dictators might ally with the communists which would be a threat to France and Britain, because they were capitalists.

The weakening of the British economy after World War I made Britain not ready to be involved in other wars.

World powers had learned from experience of the World War I because it was destructive, causing economic depression, loss of lives and destruction of industries.

**The weaknesses of the League of Nations:** It failed to condemn and react against the aggressors of the time, hence resulting in war. The inherent weakness of the League of Nations inspired major powers to invade weaker states. For instance, Japan invaded Manchuria in 1931, Johel in 1933. Japan even evacuated the League of Nations but no step was taken against her. Italy under Benito Mussolini was also encouraged to invade Abyssinia (Ethiopia) in 1935. Germany under Adolf Hitler was inspired to attack Poland on September 1, 1939, all this resulted into a world War between 1939 and 1945.

**The negative effects of the World Economic Depression (1929 –1935)** forced many powers like USA, Britain and France to resort to the policy of protectionism in a bid to protect their domestic markets. This increased suspicion, mistrust, fear and tension and destroyed international relations between the world powers. Some powers like Germany, Japan and Italy resorted to the use of force against weaker as a way of securing raw materials and markets. On the other side when other countries were busy handling the problems caused by the economic depression, Germany used the opportunity to rearm herself and became aggressive and all these generated the World War II.

**The rise of the dictators in different countries:** The dictators and aggressors undermined world peace and led to the outbreak of the Second World War. The period between wars saw the rise of dictators such as Benito

Mussolini in Italy in 1922, General Franco in Spain, Hirohito in Japan, Adolf Hitler in Germany in 1933. The dictators formed the Axis Alliance and started an aggressive foreign policy. The Allied Democratic Powers waged the war to stop the influence of dictators which created fear, panic, and hatred that exploded into war in the aftermath of German invasion of Poland.



Encarta Encyclopedia, Hulton  
Deutsch

*Benito Mussolini (left) and Adolf Hitler (middle) (Source: Google), Hirohito (Right)*

**The role of the press also contributed to the outbreak of World War II.** The press exaggerated the military capacities of different powers especially Germany against the allied powers. This created a war atmosphere leading to World War II.

**The 1931–1939, Spanish Civil wars were also antecedents to the Second World War.** In 1939, with the support of Adolf Hitler and Benito Mussolini, General Franco overthrew the republican regime which was supported by Britain, Russia and France. General Franco decided to establish a fascist regime of Italian type. The war created enmity between allied and Axis powers, increased prestige for Italy and Germany and they gained full confidence that winning any war was obvious. This caused Hitler to attack Poland which immediately led to World War II.

**The presence of the ideological differences (Communist phobia):** After the success of the 1917 Bolshevik revolution under Lenin and Joseph Stalin. Russia spread communism in Western Europe. This fear of communism contributed to the rise of dictators like Adolf Hitler and Benito Mussolini, who promised to eradicate communism in their respective countries and were war mongers that eventually made World War II inevitable.

**The formation of the Rome-Tokyo- Berlin Axis (Military alliance) by 1939:** The aggressive alliance started with Italy and Germany in 1938, inspired Japan under Hirohito to join and the alliance became Rome - Tokyo - Berlin Axis. This conditioned the formation of the counter alliances. These alliances

made the weaker states. For instance, Rome-Tokyo-Berlin axis inspired Hitler to invade Poland on September 1, 1939 sparking off the Second World War. One of causes of alliance systems include “living space but there are other factors vital related to resentment against western democratic countries.

**a) Germany and Italy:** Rome-Berlin axis/ Mussolini said that the axis was a line drawn between Rome and Berlin, around which “all Europeans states that desire peace can revolve.

**b) Anti-comintern Pact:** This pact was concluded between Germany and Japan and consisted of mutual support. To this pact many fascist countries joined: Italy, Hungary, and Spain.

**c) Pact of Steel (May1939):** this alliance was signed by Mussolini (Italy) and Germany (Hitler). These countries decided:

- To carry out permanent consultation for any case involving common interest and take measures to maintain their interests.
- To promise full military support if any war outbreak.

**d) The Nazi-soviet pact:** this was alliance secretly arranged by Germany and Russia a few weeks before Germany entered eastern Poland.



**Rome-Berlin-Tokyo Axis**

In 1940, during World War II, the military alliance of Italy and Germany—the so-called Rome-Berlin Axis—was extended to include Japan and became the Rome-Berlin-Tokyo Axis. The three countries and their allies, known collectively as the Axis Powers, fought against the Allied Powers in the war. Here, Japanese and Italian emissaries accompany German dictator Adolf Hitler.

*Source: Encarta premium*

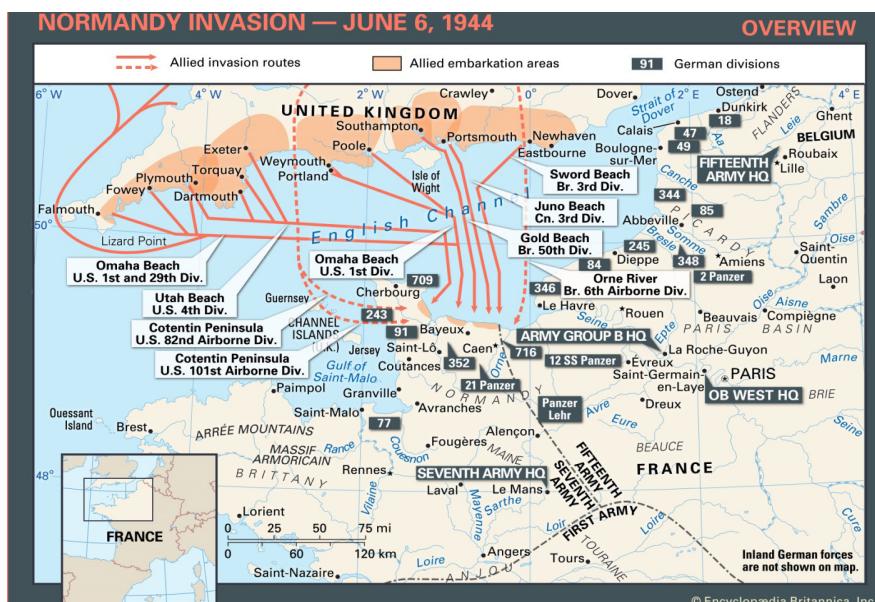


**Leaders of axis Powers**

*Source: <https://www.history.com/topics/world-war-ii/world-war-ii-history>*

**The rise and growth of nationalism also caused the Second World War.** Germany wanted to regain her lost pride denied by the victor powers under the Versailles treaty using unfair terms. This was done through arms race, foreign invasion and alliance system. All these caused the war.

**Lastly, the Germany invasion of Poland on 1st.sept.1939 also caused the war.** This was the immediate cause of World War II where Hitler attacked Poland hoping that France and Britain would not intervene because of their appeasement policy. Unfortunately, Germany was given an ultimatum of 48 hours to withdraw its troops from Poland an order which Hitler ignored, hence causing the Second World War.



Source: <https://www.google.com/url?sa=i&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwjz3O>

### Course of World War II

- Hitler attacked Poland on September 1, 1939.
- England and France retaliated by declaring war on Germany.
- Russia began invading neighboring countries.
- After invading insignificant states like Holland and Denmark, Germany invaded and captured France.
- Britain confronted the Axis powers alone.
- The Anglo Russian pact was signed against Germany.
- The U.S.A. entered the war when Japan attacked the Pearl Harbor in 1941((the USA naval base in the Hawaiian Islands) on 7December 1941). The U.S.A., Britain and Russia were pitted against Germany, Italy and Japan.

- Italy surrendered unconditionally in 1943.
- Germany did the same after it was defeated by the Allies in 1945, and Hitler committed suicide.
- Japan surrendered after the two atomic bombs were dropped in Hiroshima and Nagasaki marking the end of the war.

### **5.1.2 Consequences of World War II**

World War II produced disastrous consequences that were unparalleled in the history of mankind.

- **The war caused unprecedented loss of life.** It was estimated that 62 million to 76 million people died, 45 million people were wounded and about 21 million people were displaced from their homes.
- **The war caused large scale destruction of property.** There was a complete destruction of fields and factories, mills and workshops and the houses of the civilians. Many people died and many more were permanently disabled.



**HIROSHIMA AFTER ATOMIC BOMB**

Source: <https://www.google.com/search?q=hiroshima+after+atomic+bomb+pictures>

- During the war, the Nazi dictator, Adolf Hitler initiated a movement that aimed at wiping out the whole race of Jews. This was called the **holocaust**. This movement was part of his plan to conquer the world. Millions of Jews were imprisoned into concentration camps and were subjected to inhuman torture. The captives were even starved to death. Cruel experiments were performed on these helpless victims. The aged, the sick and the disabled were poisoned with gas.
- **The war also created an acute scarcity of foodstuff**, essential commodities and cloth. This led to unprecedented inflation. The standard of living fell drastically. Since the prices shot up, life of millions became made miserable.
- **The war proved the moral degradation of man, for he killed his own species in an unparalleled scale.** Nazi Germany, Fascist

Italy and militarist Japan inflicted unimaginable cruelties upon the combatants, non-combatants, as well as on innocent men, women and children. The dropping of the two atom bombs by the U.S. upon Japan in August 1945 demonstrated how man was competent enough to wipe out the entire human race.



### B-29 Superfortress

The Boeing B-29 Superfortress was a long-range bomber used by the United States during World-War II (1939-1945) in bombing raids against Japan. B-29s were used to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki, ending the war in August 1945.

*Source: Encarta premium 2009*

- **World War II enhanced the prestige of the communist dictatorship of Russia**, and enabled it to spread its control all over east and central Europe as well as Asia. However, democracy held its influence over Western Europe.
- **The World War II divided world countries into two power blocs.** These are capitalist bloc of Great Britain, the U.S. and their allies and the communist bloc of the Soviet Union and her satellites.
- **The British, Dutch, French and Italian Empires were left in a disintegrated state.** New nations like India, Pakistan, Burma and Ceylon were born on their ruins. Israel, Iran, Syria and Lebanon won political freedom from their imperialist masters.
- **Massive destruction of infrastructure**, especially in France and in Japan due to heavy bombing of major cities.

- **Influx of homeless refugees:** Most refugees were in camps of Western Europe. Many of them were the Jews who were running away from Adolf Hitler.
- The **United Nations Organisation (UNO) was formed** to replace the defunct League of Nations in 1945 at the end of the Second World War. The League of Nations had become weak and failed to maintain world peace.
- The **production of nuclear weapons** which up to the present day have disorganized World politics.
- The **defeat and downfall of dictators in Europe like Adolf Hitler** who committed suicide on April 30th, 1945 and Benito Mussolini who was killed by his own forces on April 28th, 1945.
- It led to the **partition of Germany** into two zones till 1989; *East Germany*, known as Democratic Republic of Germany was controlled by Russia; and West Germany, known as Federal Republic of Germany, controlled by USA, Britain and France.
- **The Second World War helped in the rise of African nationalism** which led to the decolonization of Africa. The legacy of African World War Veterans was evident and important in the winning of independence in different parts of Africa.
- The **Second World War led to economic decline in Europe.** This was due to the destruction of infrastructures, trade, agriculture, communication and industries. The British and French economies were shattered and left in shambles. This compelled most of them to rush to USA for economic aid. On the other side, they were not able to continue running vast overseas colonies in Africa and Asia. They began preparing them for self-determination.
- **Outbreak of the “Cold War”** which was a non-violent confrontation between the western capitalists led by USA and eastern communists led by USSR.
  - The **Second World War contributed to rapid scientific innovations** and technological development. This resulted into production of sophisticated weapons of mass destruction.
  - The rise of **Zionism** (Jewish nationalism) was also influenced by the Second World War. Millions of Jews got their own country (Israel) in 1948 with the division of Palestine.

### **Reasons why axis powers were defeated (lost the war)**

- Numerical advantage: axis powers were few in number.
- Germany internal weakness that made her to fail to get massive support at home because of dictatorship.

- Germany did not get support from countries she had occupied before.
- The economy of axis powers was very weak compared to that of the allied powers.
- The Allied powers were much experienced in fighting on sea than the axis powers.
- Hitler failed to realize the danger of winter and refused to withdraw his troops from the Russian territories. That is why he was easily defeated and this weakened military capacity of Germany.
- Lack of foresight: The axis powers ignored the necessity of fighting planes. E.g. Japan concentrated on the production of battle ship which was defeated by the allied powers. The Germany made a mistake of concentrating on production of V-rockets which were defeated by war planes of allied powers.
- Shortage of raw materials: E.g. oil.
- The allied powers learned from their failure. By 1942, they knew how to check Blitzkrieg attacks and appreciated the importance of the air support and aircraft carriers. They built up an air and naval superiority which won the battles of the Atlantic and the Pacific.
- Domestic opposition led to the defeat of the axis powers. Hitler faced opposition from the communists and liberals. Mussolini was heated in Italy until he was arrested and killed.
- Poor technology compared to that of Allied powers. E.g. Britain used radars to detect and to bomb axis targets and planes while USA used atomic bombs to weaken Japan.
- The size of the area to be covered by the axis powers with their small size of the population led to their defeat.
- Determination of allied powers. They were determined to defeat the axis powers at all cost. Churchill ***"we shall fight in the seas and oceans, we shall fight in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the ground, we shall fight in the fields and streets, hill, valleys... we shall never surrender"***.
- The loss of Hitler's colonies of Hungary, Lithuania, Czechoslovakia and Rumania which contained a lot of resources. E.g. oil.
- The defeat of axis powers was caused also by the death of Mussolini who was killed 28<sup>th</sup> April 1945 while on 30<sup>th</sup> April 1945 Hitler committed suicide.
- Allied powers had good leaders, clear-minded leaders. E.g. Roosevelt, Churchill, Stalin.

- Hitler carried out purge, i.e.; he began killing some of his commanders, these commanders attempted also to kill Hitler but they failed. By the end they betrayed him.



### Application activity 5

Examine the causes and consequences of Second World War of 1939-1945.

## 5.2. Aims, achievements and failures of United Nations Organization

### Learning activity 5.2



Using internet, textbooks and other history documents discuss the aims, achievements and failures of United Nations Organization and make a class presentation.

### United Nations Organization (U.N.O)

The World War II resulted in widespread concern for world peace. Hence the United Nations Organization was established after the World War II in 1945.

The United Nations organization is an international peace keeping organization which was formed in the aftermath of the Second World War (1945) to replace the discredited League of Nations.

It was formed to end wars and ensure permanent peace in the world as well as to enhance the economic and cultural development of mankind. The UNO charter was signed on June 26, 1945 at **San Francisco** in California. The U.N.O. started functioning from 24th October, 1945 and this is recognized as its date of creation. This day is therefore celebrated as the United Nations Day. Its headquarters was based at New York. It was formed to replace the League of Nations. UNO has 5 permanent members with veto powers i.e. Britain, France, USA, Russia, and China. UNO started with 51 nations.

## **PURPOSES AND PRINCIPLES**

### **Article 1**

The Purposes of the United Nations are:

1. To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to the peace, and for the suppression of acts of aggression or other breaches of the peace, and to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace.
2. To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace.
3. To achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.
4. To be a center for harmonizing the actions of nations in the attainment of these common ends.
5. To promote respect for human rights, dignity and freedom.
6. To promote respect among the member nations for fundamental rights and freedoms of mankind by ending the differences of caste and creed.

### **Article 2**

The Organization and its Members, in pursuit of the Purposes stated in Article 1, shall act in accordance with the following Principles.

1. The Organization is based on the principle of the sovereign equality of all its Members.
2. All Members, in order to ensure to all of them the rights and benefits resulting from membership, shall fulfill in good faith the obligations assumed by them in accordance with the present Charter.
3. All Members shall settle their international disputes by peaceful means in such a manner that international peace and security, and justice, are not endangered.

4. All Members shall refrain in their international relations from the threat or use of force against the territorial integrity or political independence of any state, or in any other manner inconsistent with the Purposes of the United Nations.
5. All Members shall give the United Nations every assistance in any action it takes in accordance with the present Charter, and shall refrain from giving assistance to any state against which the United Nations is taking preventive or enforcement action.
6. The Organization shall ensure that states which are not Members of the United Nations act in accordance with these Principles so far as may be necessary for the maintenance of international peace and security.
7. Nothing contained in the present Charter shall authorize the United Nations to intervene in matters which are essentially within the domestic jurisdiction of any state or shall require the Members to submit such matters to settlement under the present Charter; but this principle shall not prejudice the application of enforcement measures.



**UN Flag**



**UN Headquarters**

### **5.2.1. The aims of the of United Nations Organization (UNO)**

- Preserving peace and eliminate war.
- Removing the cases of conflict by encouraging economic, social, educational, scientific and cultural progress throughout the world, especially in underdeveloped countries.



### UN security council meeting

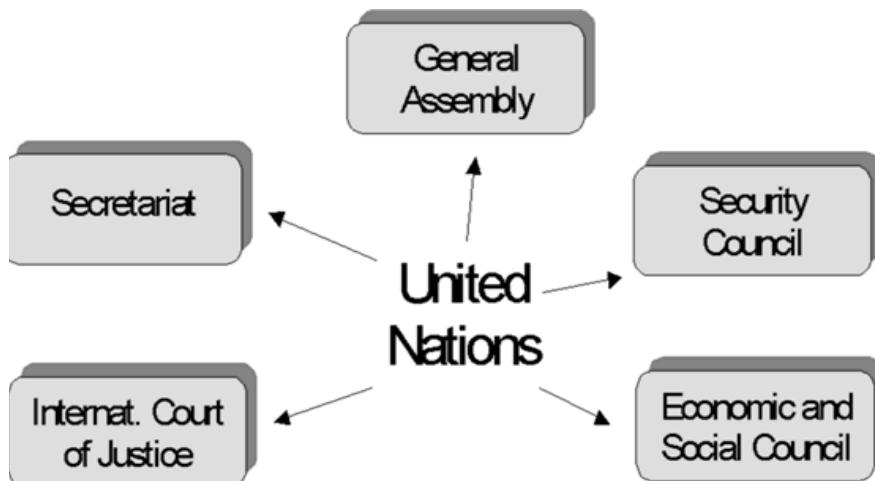
Source: <https://media.voltron.voanews.com/Drupal>

- Safeguarding the rights of all individual human beings, and nations.
- Stopping the aggression was an issue behind the formation of UNO. This was because Kaiser William II and Hitler's aggression were responsible for the outbreak of the first and Second World War
- Bringing justice to those who committed crimes of war against humanity. For example, the Nazi and Fascists who conducted killing of the Jews.
- Enforcing disarmament and stop arms race that was responsible for the two world wars.
- Promoting political, economic and social co-operation in the world.
- Facilitating decolonization and democratization of those nationalities that were dominated and oppressed.
- Embark on/check on threats to environment which was potentially dangerous to mankind. Weapons of mass destruction like atomic bombs were used in the Second World War which destroyed flora and fauna.
- Eliminating the problem of human and drug trafficking. By 1945 the consumption of intoxicated drugs had damaged the youth.
- Rehabilitating and resettle prisoners of war and displaced persons who were made homeless by the Second World War.

- Checking out the violation of children's rights. There was gross abuse of children's rights like child labour, corporal punishments, child neglect and defilement.
- Checking out the exploitation of workers by employers especially capitalists. The capitalists were oppressing workers by poor payments, over working under poor conditions.
- Improving on world health services and standards. World War II had destroyed most health centers and made medical services inadequate during and after the war.

### Organs of the United Nations Organizations

There are principal organs of the United Nations: a General Assembly, a Security Council, an Economic and Social Council, a Trusteeship Council, an International Court of Justice and a Secretariat.



#### a) The General Assembly

It is an important organ of the U.N.O. It is the chief deliberative organ. It is regarded as the parliament of the U.N.O. Its regular session is held once a year on the third Tuesday in September and continues until the end of December. At the start of each session, it elects a new President, 21 Vice-Presidents, and Chairmen of its seven main committees. Each country can send five delegates but has one vote only. Important decisions need two-thirds majority while decisions on ordinary matters are reached by a simple majority. The General Assembly's chief **functions** are:

- To discuss matters relating to international peace and security.
- To promote international cooperation in economic, social, educational, cultural and health fields.

- To promote the development and codification of international law.
- To promote cooperation in the realization of human rights and fundamental freedoms for all.
- To promote friendly relations among nations.
- To discuss and make recommendations on any question affecting the powers and functions of any organ of the U.N.O.
- To receive and consider reports from Security Council and other organs of the U.N.O.
- To consider and approve the budgets of the U.N.O. and its specialized agencies.
- To perform the functions which are concerned with international trusteeship system
- To elect members of the U.N.O., the Security Council, Economic and Social Council, the Trusteeship Council and the International Court of Justice.
- To appoint the Secretary General at the recommendation of the Security Council.

### **b) The Security Council**

The Security Council is the executive body of the U.N.O. It is the most influential organ of the U.N.O. The Council has 15 members. The U.S.A., Russia, England, France and China are the permanent members. Their support is required for every decision. The remaining ten non-permanent members are elected by the General Assembly for two years. At any one time, the ten rotating members must consist of five countries from Africa and Asia, two from Latin America, one from Eastern Europe and two from Western Europe. Each member of the Council has one vote. Each President holds the post for a month.

The functions and powers of the Security Council are:

- To maintain international peace and security.
- To investigate any dispute or situation which might lead to international friction
- To recommend methods of adjusting such disputes or terms of settlement.
- To formulate plans for the regulation of armaments.
- To determine the existence of a threat to peace or acts of aggression and to recommend what action should be taken.
- To call on the members to apply economic sanctions and other measures to prevent or stop aggressions.
- To take military action against an aggressor.

- To recommend the admission of new members.
- To exercise the trusteeship functions of the United Nations.
- To elect the judges of the International Court of Justice.
- To recommend to the General Assembly the appointment of the Secretary General.

### c) The International Court of Justice

It is the chief court of the U.N.O. It has 15 judges that are elected by the General Assembly and the Security Council voting separately. The term of the judges is restricted to nine years and they may be reelected. The seat of the court is at Hague in Netherlands.

It primarily functions to settle mutual disputes among different nations by peaceful methods. Other agencies of the U.N.O. also approach it for consultation. It may also resolve disputes among nations, arising on legal questions or treaties.

### d) The secretariat

This is the office staff and it consists of 50,000 employees and they look after administrative work, prepare meeting, translation and information. It is headed by the secretary general who is appointed for a 5 year terms by the general assembly on the recommendation of the Security Council. The secretary general acts as the main spokesperson of UNO, and is always at the forefront of international affairs trying to solve world problems.

### e) The trusteeship council

This replaced the League of Nations Mandates commission which had originally come into existence in 1919 to keep an eye on the territories taken away from Germany and Turkey at the end WWI. Some of these mandated territories had been handed over to victorious powers and their jobs were to govern the territories and prepare them for independence. The trusteeship council did its job well and by 1970 most of mandates had gained their independence.

### f) The economic and social council (ECOSOC)

This has 27 members elected by the general assembly. It organizes projects concerned with health, education and other social and economic matters. It has appointed four regional commissions (**Europe, Latin America, Africa, Asia, and the Far East**) as well as commissions on population problems, drug problems, human rights and the status of women.

ECOSOC also coordinates the work of other commission and specialized agencies around thirty in all. Among the best known are:

COMMISSION	MEANING	HEADQUATERS
ILO	International labour Organization.	Its headquarters are in Geneva, Switzerland. It was founded in 1919.
WHO	World Health Organization.	It was established in April 7, 1948  Its headquarters are at Geneva in Switzerland.
FAO	Food and Agriculture Organization.	It was established in 1945 and its headquarters is in Rome, Italy.
UNESCO	United Nations Educational, Scientific and Cultural Organization.	It was established in 1946 with its headquarters in Paris, France.
UNICEF	United Nations Children's Fund/ United Nations International Children's Emergency Fund.	It is headquartered in New York City, United States. The was formed in 1946.
UNRWA	United Nations Relief and Work Agency.	It was created in December 1949  Headquarters: Amman, Jordan and Gaza, Palestinian Authority.

### Financial and economic agencies

1. IMF: the international monetary fund. This is designed to foster-cooperation between nations to encourage the growth of trade and the full development of nation's economic potential. It is headquartered in Washington D.C., United States of America.
2. World Bank: the international Bank of reconstruction and development. The World Bank headquarters are located in Washington, D.C., United States of America.
3. GATT: the general agreement on tariffs and Trade (encourage international trade by reducing taxes). The headquarters of the World Trade Organization in Geneva, Switzerland.
4. UNCTAD: United Nations conference on trade and development. Encourages the development of industry in third world by pressurizing

the rich countries into buying countries third world products. UNCTAD is a permanent intergovernmental body established by the United Nations General Assembly in 1964. Our headquarters are located in Geneva, Switzerland, and we have offices in New York and Addis Ababa. UNCTAD is part of the UN Secretariat.

### **Differences between UNO and LON**

- The UN has been more successful than the league.
- The UN spends much more time and resources on economic and social matter. All the specialized agencies, with the exception of ILO (1919) were founded in 1945 or later.
- The UN is committed to safeguarding individual human rights, which the LON did not get involved.
- Changes in the procedures of the general assembly and the Security Council (uniting for peace resolution) and the increased power and prestige of the secretary general have enabled the UN to take more decisive action than the LON.
- The UN has much wider membership and is therefore a real world organization than the league. In 1993 membership had reached 183 while LON never had more than 50 members.
- The LON Covenant did not provide the states with, or did not make them clear over, their right to self-defense. However, this condition is addressed under the Article 51 of the Charter of UN, which specifies this right.
- League's Unanimity Vs UN's 2/3rd Majority in decision making
- The League's covenant permitted under certain conditions its members to withdraw from the general membership. But the UN's charter says nothing for a state opting to quit the platform, whereas a moral obligation still exists to continue as a member, for the collective betterment.
- The League's Covenant did not emphasize upon the establishment of regional arrangements for the maintenance of regional peace and security, which then leads to the collective world peace. But on the other hand, the UN's Charter under Article. 52, gives a recognition, and even a greater recognition to the regional arrangements, and along with that, also directs the members formulating, devising and entering those regional arrangements for their regional pacific solutions, to achieve the solutions to their regional and local disputes on their own at first, so as to avoid knocking the Security Council's doors at every now and then.

### **Similarities between the League of Nations and United Nations**

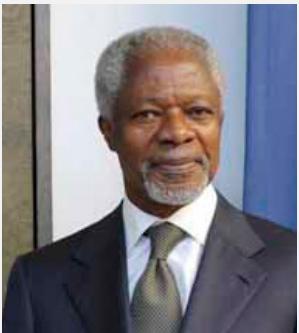
- Both the United Nations and the League of Nations aimed at the peace and security- as their basic goals,

- Both were voluntary associations of the sovereign states,
- Both had an assembly with a diverse membership,
- Both provided the states with equal rights to vote,
- Both instituted a council with powerful states as members and both held a secretariat headed by a Secretary General, and indeed, both were very formal organizations- basing their structure and functions on the basic documents envisioning their codes of conduct i.e. the Covenant and the Charters were there absolutely.

### **The UN secretaries general from its creation in 1945**

<b>1. Trygve Lie</b> of Norway (1946-1952) 	<b>2. Dag Hammarskjöld</b> of Sweden (1952-1961) 	<b>3. Uthant</b> of Burma (1961-1971) 
<b>4. Kurt Waldheim</b> of Austria (1971-1981) 	<b>5. Perez de Cuellar</b> of Peru (1981-1991) 	<b>6. Boutros-Boutros Ghali</b> of Egypt (1991-1996) 

- |   |  |  |
|---|--|--|
| <b>7. Kofi Annan of Ghana (1996-2007)</b> | <b>8. Ban Ki-moon of south Korea (1 January 2007 – 31 December 2016)</b> | <b>9. António Guterres ( 1 January 2017 – Present)</b> |
|---|--|--|



### **5.2.2. Achievements of the United Nations Organization**

It is probably fair to say that the UN has been more successful than the League of Nations in its peacekeeping efforts, especially in crises which did not involve the interests of the Great Powers. On the other hand, it has been just as the League of Nations in situations where the interests of the Great Powers seemed to be threatened and where the Great Powers decided to ignore or defy the UN.

The UN provides a world assembly where representatives of over 180 nations can come together and talk to each other. Even the smallest nation has a chance to make its voice heard in world forum.

Although it has not prevented wars, it has been successful in bringing some wars to an end more quickly. For example, the war between Iran and Iraq (1980-1988) and the Gulf War in 1991.

The UNO has done valuable work in investigating and publicizing human rights violations under repressive regimes like military government in Chile. In this way, it has slowly been able to influence governments by bringing international pressure to bear on them.

Economically, the UN has promoted economic co-operation and development especially in the less developing countries. Trade and industry were developed and boosted through the UN programs like the I.M.F (International Monetary Fund) and the World Bank by giving short loans.

Discrimination and abuse of women was also addressed by the UNO. The charter of 1948, emphasized equality between women and men which provided a basis for women emancipation.

Similarly, children's right and welfare were promoted and protected by the UNO. This was through funding children's education especially the girl-child education and welfare in many countries of the world.

The welfare and standards of living of workers was improved by the International Labour Organization (I.L.O) through its headquarters at Geneva, Switzerland. This protected workers from exploitation.

The UNO scored great success in settling social and economic problems of refugees and victims of natural disasters. By 1945, disasters like earth quakes, famine and floods had led to untold suffering and death of thousands of people around the world.

Decolonization and democratization was achieved by the UNO through its trusteeship council. This facilitated the independence of Libya, Somalia, Namibia, Israel, Palestine, etc.

Disarmament was one of the remarkable achievements of UNO towards world peace. In 1946, the Security Council set up the atomic energy commission to control production of atomic energy.

The establishment of the Jewish State of Israel in 1948 was an achievement for the UNO. The congress system had granted the Jews citizenship that had fled due to persecution. But still the Jews were persecuted and massacred by the Nazi, Fascist and Arabs.

Increased membership since its formation in 1945 is a clear testimony of its success. It was formed in 1945, with 51 member states but by 1970 the number had increased to 100.

### **5.2.3. Weaknesses of the UNO**

The loans granted by IMF (International Monetary Fund) and World Bank had some negative consequences on the development of the third world countries. It had strings attached that promoted political ideologies of Western capitalistic powers.

Although drug trafficking was reduced but it was never eliminated completely. This was because the UNO did not have an effective and competent force to control drug trafficking.

The UNO failed to stop cold war politics and its associated tension in Europe. Cold War was led by USA and USSR yet the countries were permanent members.

The UNO failed to wipe out culture intolerance and racism. Though the UNO embarked on global sensitization campaign against racism and cultural intolerance but it was not fully successful by 1970.

The UNO's policies on disarmament, weapons of mass destruction and space exploration were great failures. By 1945, it was only America with the atomic bomb but nearly all nations by 1970 had such weapons.

It failed to unite the once united states for example after the cold war politics, Germany was left divided between West and East German as well as North Korea and South Korea.

In the field of politics, the UNO failed more than it succeeded. This was seen when veto powers began fighting against the resolution of the UNO.

The universal declaration of Human rights (UDHR) of 1948, failed totally to achieve its objectives by 1970. It was not fully accepted in many states especially Arab states.

The rise of neo-colonialism and its associated evils in the third world countries exposed the failures of the UNO. After decolonization, European powers resorted to neo-colonialism as an indirect means to control, exploit and oppress the third world.

The UNO failed to eradicate terrorism in the world. By 1970, the world experienced rampant assassinations, hijack of planes, planting of time bomb and suicide bombing especially in Asia and Middle East.

## **Why has UNO failed to achieve its aims and objectives?**

Lack of adequate funds to run the activities of the UNO. The UNO has enormous work to do but it entirely relies on annual contributions of member states which more often fail to pay.

Lack of UNO permanent army. The UNO rely on the member states to provide troops and equipment for peace keeping missions. Members many times refuse to send soldiers or do not send enough. This undermines UN activities.

The cold war that divided Europe and UNO into two bodies, that is capitalists and communists weakens also UNO.

The formation of alliances which were enemies, that is, NATO and Warsaw Pact divided the World leading to the UNO weakness.

Remoteness of some parts of the world has led to the failure of UNO. Some areas are too remote and underdeveloped with no infrastructure like roads or very mountainous to facilitate UN humanitarian to work.

Existence of civil wars in some parts of the world has led to the failure of UNO. It is difficult to control intertribal differences.

Ineffectiveness of sanctions of UNO has weakened it.

Proliferation of arms and existence of weapons of mass destruction

The rise and growth of world terrorism mostly in the middle east

Overdependence on individual superpower countries like USA and Britain in terms of funds. This has made these powers to interfere with UNO work and manipulate it for their interest. This also undermines the UN activities.



### **Application activity 5**

1. Explain the aims and achievements of the United Nations Organisation.
2. Examine the weakness of the United Nations Organisation.

## Skills Lab



Use a combination of knowledge, skills, attitudes and values you have acquired about the Second World War and its effects and analyze mistakes committed by the politicians of the time and suggest guidance to today's leaders and make presentation.



## End unit assessment

- 1) What were the causes and consequences of the Second World War?
- 2) Examine the effects of Second World War.
- 3) Why did victorious powers of World War II decide to create UNO by 1945?
- 4) "Even though the United Nations organization registered many achievements, it has repeatedly showed its weaknesses". Discuss this statement.

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