

Timeline 3

History for Secondary Level

THE MODERN WORLD

Teacher's Guide for
Book 3

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OXFORD
UNIVERSITY PRESS

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Teacher's Guide Timeline 3

Introduction

AIMS

The aim of this Teacher's Guide is to provide teachers with suggestions about how the Timeline textbooks and their accompanying Workbooks can best be used to increase pupils' interest and enjoyment of history, deepen their understanding, and provide challenging questions and projects appropriate to their abilities, in order to improve their attainment both in history and more generally.

STORYTELLING AND EVIDENCE

Each Timeline textbook and its accompanying Workbook should be used together as they are written to complement each other. The essence of history is storytelling and the Timeline series tells some of the big stories of the history of the Indus region and of the world. Historical stories are different from fiction since they recount past events as accurately as possible and are based on evidence, mainly written but also archaeological. Historians often have to think hard about the certainty of facts from such evidence. The Workbooks provide examples of some of the most important evidence on which historians base their accounts, and explain some of the problems faced in using it, especially questions of reliability and bias. Pupils should both enjoy the stories and come to understand the importance of evidence in getting as close to the truth about the past as possible.

THE INDUS REGION/PAKISTAN IN THE CONTEXT OF WORLD HISTORY

The history of the Indus region/Pakistan is among the most interesting in the world and that interest derives mainly from its geographical situation, being home to some of the world's major civilizations and empires, such as the Harappan, the Mauryan, the Gupta, and the Mughal. It also has been situated close to many Asian empires like the Persian, the Hellenic, the Ottoman, and the Chinese. In more recent times, it was drawn into the orbit of Europe, first by the Portuguese and then, more importantly, as part of the British Empire. Most recently it has been influenced by the

USA as well as Britain because it lies close to the oilfields of the Middle East and to Afghanistan, where the USA has become deeply involved. The Timeline series takes into consideration these links to help students better understand the history of their own region, as well as the importance of its geographical position and how it links with the other important parts of the world. The focus of Timeline Book 3 is the making of the modern world as a result of industrialization and the changes wrought by technology. Western empires grew wealthy on the resources of their colonies, where awareness of nationalism and rights also took root. Boundaries changed as independent nations emerged on the world map. This book covers the period from the 18th century to present times, but the 20th century has witnessed the most amazing developments in the shortest time—and there are more changes on the horizon.

SIGNIFICANCE

With so much history to choose from, textbooks like Timeline need to select carefully the most significant events. These are events which affected deeply the lives of many people for many years, for example, the early hunters learning to farm, the emergence of the first civilizations, the life and teachings of great religious leaders, law-making as under Hammurabi, empire-building as under Alexander the Great, and the discovery of new continents across the Atlantic. Timeline requires pupils to consider Key Moments and why they were significant.

PRESENTATION

The text of the Timeline series has been written to be accessible to all pupils and the visuals chosen to increase both interest and accessibility. The questions both in the Timeline textbooks and the Workbooks are graded in difficulty, especially in the latter. The most able students will find some tasks easy, but others will stretch them fully, especially those on ‘Using the Evidence’ and ‘Finding out more’.

In the chapter-wise texts that follow in this Teacher’s Guide, the main stories are bullet-pointed; ► indicates the Key Moments, and **P** indicates recommendations for pupil projects, presentations, debates, and individual assignments. The answers to tasks in the textbooks and the workbooks are also included for each chapter.

FLEXIBILITY OF USE

Both the Timeline textbooks and the Workbooks are designed so that they can be used in class as well as for homework. While most of the questions are for pupils to answer individually, many are designed so that they can also be the basis for group discussions.

QUESTIONS FOR CLASS WORK AND HOMEWORK

- a) In the Timeline texts: These are intended for use while the topic is being taught when the teacher considers it appropriate for pupils to do some individual writing. There are enough questions to involve all the class and keep the ablest busy.
- b) In the Workbooks: These are devised to be used when the topic is finished, first to check that it is fully understood and then to provide evidential exercises which pupils can undertake more confidently once they know the essential story to which the evidence relates. The Workbooks are generally intended for homework but the evidence provided in them can be used with the textbook topics.

USING ICT

Pupils should be encouraged to use ICT for their projects. However, the Web and the scope of e-learning are expanding so fast that any specific recommendations in this guide about usage will soon be out of date. Before the class starts a particular topic, teachers should undertake a web-search and identify sites which they can recommend to their pupils. Personally, I start with Google and, despite the well-publicized problems it has with its 'democratic' approach to the writing and improving of its articles, I find Wikipedia (and Wikimedia for visuals) useful for getting the basic facts, but it needs to be used with care when searching for scholarly explanations and interpretations.

One website which can be recommended as invaluable to history teachers the world over, especially for significant source material is: Paul Halsall/Fordham University/InternetSourcebooksProject. You will quickly find this free and wide-ranging site at Google> Internet Sourcebooks.

Chapter 1 **The Industrial Revolution in Britain**

- The big story is how changes in the British economy in the late 18th and early 19th century transformed Britain, then Europe and the USA, and then the world. We also study how the pace of change accelerated and is accelerating with momentous implications for the future.

The Industrial Revolution is not easy to teach as it has so many intertwining elements: its importance in terms of economic and sociological change may often seem an incomprehensible abstraction to younger pupils.

Start with some of the main inventions and their inventors, who were flesh and blood characters. You can explain how Arkwright's first factories appeared beside a stream in the small town of Cromford; how the Stephenson's locomotives first chugged across the marshland between Liverpool and Manchester; how Watt's new efficient steam engine was manufactured by Boulton in large numbers to drive the machinery in the new factories; how the steam engines were adapted as locomotives to move people and goods at speeds hitherto thought impossible. The Key Moments in the chapter relate to three major inventions: the steam engine, factory production, and transport—railways and steamships.

Explain the significance of these inventions: that coal-fired steam engines could provide the energy of thousands of men and horses so that goods could be manufactured more reliably and much more cheaply; that machine-driven production was best organized in factories, with raw material supplied by railway or canal, leading to the rapid growth of industrial towns, and that railways and steamships made the transport of goods easier and cheaper.

Then get to grips with the economics of this industrial change. It depended on businessmen like Richard Arkwright and Matthew Boulton taking risks, raising funds for their businesses, and then running them successfully to make money for themselves and their shareholders, whose investment helped them to set up and expand their business. Britain had people prepared to take these risks and financial institutions, like banks, to help them raise the money they needed.

Perhaps the most important point is that the Industrial Revolution marks a ‘take-off’ in economic growth which has soared and continues soaring across the world. Positively this means that there are billions of humans living better lives in so many ways. On the debit side, we have the means to destroy our world either by weapons of mass destruction or through unsustainable consumption of manufactured goods, linked to world population explosion which is changing the planet’s climate for the worse.

- ▶ Watt and Boulton: improving the steam engine
- ▶ Richard Arkwright: starting the Factory System
- ▶ George and Robert Stephenson: beginning the Railway Age

P Organize a class debate on the proposition ‘The early Industrial Revolution did more harm than good to Britain in the early 19th century’. For evidence, start with the contrasting sources in the Workbook. Then introduce your pupils to Charles Dickens’ novel ‘Hard Times’ and Samuel Smiles’ ‘Self Help’.

Answers to the Questions on Chapter 1, Timeline 3

1. The Industrial Revolution was probably the single most important change in history. Starting in Britain, c.1750, machine-driven factories produced goods which sold across the world. Out of the profits made by these factories, nations like England grew steadily richer. The population increased and people moved from the countryside into towns and cities. Manchester is often described as the first industrial city because it became a centre of factories which manufactured cotton goods and sold them internationally. People flocked to work there.
2.
 - a) Watt and Boulton made the first efficient steam engines for driving machinery. These machines could do the work of hundreds of people in far less time.
 - b) Richard Arkwright was an inventor and businessman who was the first to build a profitable machine-driven textile factory.
 - c) George and Robert Stephenson (father and son) were the leading railway engineers of their generation. George was the designer of the famous ‘Rocket’ locomotive, which won the Rainhill Trials, and he built the Liverpool to Manchester railway.

d) Robert Bakewell and George Colling were leading sheep and cattle breeders whose improvements in agriculture helped industrial Britain feed its growing urban populations.

3. Railways changed people's lives in a number of ways. They could travel faster and more cheaply. Goods like perishable food and newspapers could be carried across the country. Railways opened up countries and continents. People also travelled to go on holiday.

4. The Industrial Revolution started in Britain because coal, the vital fuel, and iron, the vital metal, were easily available. The British also had enough spare cash and the intent to invest it, which helped businessmen set up their factories. They also had the sea power and overseas possessions to sell their goods, like Manchester's cotton cloth, all over the world.

5. The Industrial Revolution changed the world by creating machine-powered factories which produced goods faster and so made money for their owners. These factories and their workers created ever larger towns. The factory-made goods were then sold across the world and trade increased. Since the Industrial Revolution began in Britain and spread across the world, the world grew ever richer.

Answers to the Questions on Chapter 1 in the Workbook

1.1 Answers to the crossword

Across: 2 = Manchester, 5 = Watt, 6 = Railway, 9 = Cromford,
10 = Cotton

Down: 1 = Stephenson, 3 = Arkwright, 4 = Rocket, 7 = Iron,
8 = Coal

2.1 He was 7 years old.

2.2 He had 30 minutes for lunch; he worked 14½ hours every day.

2.3 His knees and ankles were permanently damaged as a result of his job.

- 2.4 Michael Sadler was a member of the British parliament and was determined to improve working conditions in the nation's factories. He got Joseph Hebergam to speak to other MPs in London so that they should understand how bad conditions were.
- 2.5 Edward Baines argued that if some children like Joseph were being badly treated, they were the exception rather than the rule.
- 2.6 Source B2 means:
A spinner could in the 19th century produce in a day what in the 18th century would have taken a year. Cloth that needed eight months to be bleached (whitened) took two days. Such amazing improvements in industry deserved great praise, not criticism.
- 2.7 Activity: the class can be divided into two groups, one for and the other against laws protecting working conditions in 19th-century factories. This discussion can also lead to the issue of child labour and general working conditions in Asian countries today.

Chapter 2 **Political Revolutions in Europe: 1770–1815**

- The big story is how the ideals of freedom, equality, and representative government took root in Europe and the USA.

Again, it is a difficult topic as the events are complicated and the ideals of the revolutionaries were often obscured by more selfish actions.

Many Americans were driven to war against Britain because they did not wish to pay the British government for the cost of defending the colonies. They wanted to have a freer hand in advancing further west and the freedom to run their own affairs rather than be ruled by a distant autocratic government, thousands of miles away across the Atlantic. They eventually created a genuinely representative government with an elected House of Representatives, Senate, and President.

In France too the ideals of liberty, equality, and fraternity—brotherhood—were quickly overtaken by civil war, terror, and then the emergence of Napoleon Bonaparte, the strong leader who made himself emperor for life. For much of the 19th century the French were ruled by different kinds of government under three kings and then an emperor (Napoleon's nephew) until they finally settled for an elected republican government with a president as head of state. Nonetheless, those ideals of liberty, equality, and fraternity remained very much alive and inspired people all over Europe, who believed that all citizens must have a share in the government.

The events of the French Revolution are often confusing, so they may best be described to pupils as a genuinely popular rising led by the middle class, like lawyers and journalists, against the incompetent and burdensome rule of Louis XVI. The new National Assembly swept away the privileges of king, nobles, and church but soon split into factions. One faction, the Jacobins, then sent many of its opponents, including the king and queen, to the guillotine, while fighting a war with its European neighbours. After some years of chaos, the French people were relieved to turn to a young general, Napoleon Bonaparte, who gave them victories abroad and stability at home. Point out that Napoleon, while ruling France with a firm hand, also ruled with great intelligence, ensuring that many of the achievements of the revolution in terms of equality and fairer, more efficient government were maintained.

The downfall of Napoleon is a fascinating story in itself. Rather like Alexander the Great, he never wanted to halt his career of conquests, but unlike Alexander he did not have soldiers to tell him that they had marched far enough. The invasion of Russia in 1812 was a colossal miscalculation. Like Charles XII of Sweden before him and Hitler after him, Napoleon fatally underestimated the toughness of the Russian army when defending its own soil and the severity of the Russian winter. Then there is 1815 and his extraordinary 100 Days, when he escaped from his exile on the island of Elba, got together another army and nearly defeated the British and Prussians at Waterloo. An amazing character—it is not surprising that he remains one of France’s enduring heroes.

▶ 1781: the Battle of Yorktown—the final act of the War of Independence. Once Yorktown fell to the combined forces of Washington’s army and the French navy, there was no way in which the British forces could regroup with a hope of recovery. In Britain, the support for the war ebbed away and the British government finally agreed to the independence of the USA in 1783.

▶ 1789: the establishment of the National Assembly in France. This action, by the mainly middle class Third Estate, impatient at the opposition to serious reform from the king, nobles, and senior churchmen, was the first really revolutionary act of 1789. They assembled despite the king’s orders, saying that they now represented the people of France. They then passed a series of laws which greatly reduced the powers of the monarchy and abolished the privileges of the nobility. The failure of Louis XVI to disband the National Assembly meant that the revolution had accelerated out of his control.

P Divide your pupils into groups, to research separately the following individuals: Mirabeau, Robespierre, Napoleon, George Washington, Thomas Jefferson, the Duke of Wellington, and Lord Grey of the 1832 Reform Act.

A presentation should be made to the whole class, briefly outlining their careers but, more importantly, assessing their qualities as political leaders.

Answers to the Questions on Chapter 2, Timeline 3

1. Yorktown is important because the American settlers, fighting for independence from Britain, defeated the British troops whose commander, General Cornwallis, surrendered to the American commander George Washington. The American War of Independence is important in world history as it led to the creation of what later became the USA.
2. George Washington was the commander of the American troops during the War of Independence in 1776. He was known for his honesty and trustworthiness; after the victory at Yorktown, he was the natural choice as the first president of the newly independent country.
3. 20 June 1789 was the day that the Estates-General defied the French king and, meeting in an indoor tennis court, declared themselves to be the National Assembly. 14 July 1789 marks the storming of the Bastille, a symbol of tyranny.
4. The 'Reign of Terror' (1792–94) was the period after the French Revolution, when the fanatical revolutionaries, the Jacobins, led by Robespierre, dealt extremely with their opponents. Nearly 40,000 people including the king, queen, and nobles, were guillotined during this period. The Jacobins were doing this to 'save' the revolution because the king and nobles were seeking to restore the monarchy with help from neighbouring countries.
5. The French people had been oppressed by the monarchy and nobility, ruling with the support of the Church. They had no say in the government and suffered as poor harvests sent food prices soaring. Finally, they revolted, fighting for Liberty (from tyranny), Equality (as citizens), and Fraternity (brotherhood and common aims). These words became the guiding principles for the French and for most nations today.
6. Napoleon became ruler of France because the nation, after the years of violent change and civil war, looked for a strong ruler. Napoleon had proved himself as a soldier, had political friends in the right places, and had great ambition. Once the opportunity to gain power appeared, he did not hesitate to act.
7. Napoleon was forced to abdicate in 1814, after his defeat in Russia, and was exiled to the island of Elba. However, in 1815 he managed to escape, regroup his army, and fight the British at Waterloo, in

- Belgium, where he was defeated, captured, and exiled again—to St Helena, an island 5000 miles from Europe.
8. In 1832 the British parliamentary system was reformed. The right to vote was extended to many more men of property and generally made fairer. The 1832 Reform Act was the beginning of a number of steps, which led eventually to Britain becoming a parliamentary democracy where all adults, female as well as male, gained the right to vote.
 9. Democracy is the rule of the people, by the people, for the people, when governments are regularly elected by every adult being able to vote.
 - a) The USA adopted democracy as its guiding principle, particularly after the Civil War between North and South.
 - b) Although Napoleon had crowned himself emperor in 1804, democracy had taken root in France and remains the foundation of the French government.
 - c) Although there was no revolution in Britain, democratic principles made an impact and led to the 1832 Reform Act, giving voting rights to more people to make the government more representative.

Answers to the questions on Chapter 2 in the Workbook

- 1.1 The correct order of the words is:
revolutions, 1776, France, the British, Yorktown, king, nobles, National Assembly, Louis XVI, Marie Antoinette, Napoleon Bonaparte, Europe, Tilsit, Russia, Waterloo
- 2.1 Getting the dates right:

1789	storming of the Bastille
1792–94	Reign of Terror
1799	Napoleon becomes First Consul of France
1804	Napoleon becomes emperor
1812	Napoleon invades Russia
1815	Battle of Waterloo
1832	British Reform Act
3. Activity: This is quite a difficult exercise. Work through it with the whole class.

- 3.1 and 3.2 Pupils will vary in their answers. Assess them on their understanding and the clarity of their argument.
- 3.3 a) The tricolour, officially recognized by the French king in 1789, is made up of three colours, blue, white, and red; it became the flag of France after the revolution.
- b) Revolutionaries wished for swift and major changes to the government.
- c) Counter-revolutionaries wished to return things to how they were before the revolution.
- 3.4 Blue was chosen for the tricolour because it was the colour of Paris, the national capital; red because it symbolized the blood of the revolutionaries; and white because it was the colour of the royal family. So the blue, red, and white tricolour stood for the unity of France.
- 3.5 Red is a fitting colour for revolutionaries who often bring remarkable change but often after bloodshed and destruction, and also because red has often been linked to fire and magic.
- 3.6 The green background of the Pakistani flag represents the Muslim majority, while the white vertical strip on the left represents the minorities. The crescent moon symbolizes progress and the star symbolizes light and knowledge.

Chapter 3 **The Growth of European Empires: 1815–1914**

- The big story is how a small island off the north-west coast of Europe managed to create the largest empire in the history of the world, with possessions in every continent.

This is a very controversial story too, since most of the people ruled by Britain found it racist and oppressive and often had to struggle hard and long to get rid of it. They had, understandably, a different view of the empire's nature and achievements than the British who were, understandably too, mostly proud of its existence and achievements. The same is true of other European empires, like the French, also created about the same time. The main and difficult task for historians is to describe as accurately as possible and weigh as dispassionately as possible the consequences of the British Empire, both for good and ill.

Explain to your pupils how the empire was the direct consequence of Britain's industrial revolution. The British Empire had two main elements: creating colonies to safeguard British international trade and defending areas to which Britons emigrated, like Australia, Canada, and South Africa. One result of the population increase following the Industrial Revolution was that millions of Europeans migrated to other continents to make new lives.

Explain too that for much of the 19th century British governments were reluctant to conquer lands overseas—with the exception of the Indian subcontinent which was their proudest possession. They fought the Opium War with China, not to make China part of the empire but to enable British merchants to dominate the China trade. With its mighty navy, as big as the rest of Europe's navies put together, Britain aimed to rule the waves so that British goods could be sold wherever there was a profitable market. Till the year 1870, running colonies was seen as difficult and expensive.

Things changed after 1870, the main difference being European competition. France, Germany, Belgium, and Portugal were active in Africa; and Russia, France, and Germany in Asia. Britain then moved into empire-building in a big way, safeguarding the sea route to India and parrying European competition at every opportunity. From 1870 to

1914, the British Empire expanded enormously and became popular both with politicians and the general public. The Boer War, for example, was fought in South Africa both to ensure that the diamond and gold fields were controlled by British interests and that the Boers (of Dutch origin) did not make alliances with Germany or Portugal to weaken Britain's hold on South Africa.

Finally explain how in the 20th century American business took over from the British in many parts of the world and how the USA, though having few colonies, has used its military and economic strength to dominate much of the world.

- ▶ 1840–2: the Opium War with China
- ▶ 1788: the first convicts arrive in Australia
- ▶ 1866–86: diamond and gold discovered in South Africa

P Have the class debate the benefits and damage which the European empires did to the rest of the world (excluding South Asia which is covered in a later chapter.)

Answers to the Questions on Chapter 3, Timeline 3

1. 1788: Arrival of the first British convicts in Australia; the beginning of the settlement of Australia by the British.

1840–42: Opium War between Britain and China; Britain took control of much of China's trade.

1866–86: Gold and silver discovered in South Africa; the wealth of the British Empire was greatly increased and eventually Britain took control of all of South Africa.

1869: Suez Canal opened in Egypt and because the canal was such an important route from Britain to India, Britain took control of Egypt to safeguard it.
2. a) Captain Cook was a successful British explorer who discovered Australia.
b) Lachlan Macquarie was the governor whose wise leadership enabled the early settlements in Australia to widen and grow more prosperous.

- c) Colonel Urabi led a revolt against British rule in Egypt. The British defeated his forces and sent him into exile.
 - d) Cecil Rhodes journeyed to South Africa as a young man and became very rich through the diamond and gold trade. His dream was to spread the British Empire as widely as possible. His plotting against the Boer farmers of the Transvaal led to the Anglo-Boer War.
- 3.
- a) The Aborigines in Australia lost much of their traditional hunting grounds and animal species to British farmers. Many Aborigines died from European diseases brought by the settlers. The policy of forcing them to adapt to the settlers' way of life also had a negative impact.
 - b) The Zulus of South Africa were provoked into war by the British in 1879. At first they won some surprising victories but were soon defeated and lost their lands to the British.
 - c) At Dinshawai, in Egypt, a British hunting party got into a dispute with the villagers and one of the British died—of sunstroke, as it was later confirmed. Using rapid and unfair justice, the British arrested 52 of the villagers and hanged four of them.
4. The aims of the British Empire were a) to make money, b) to guard sea routes to the east from rival Europeans, and c) to civilize all the 'backward' natives.
5. The main reasons for the growth of the British Empire were the wealth, the industrial strength, and the need to find markets for British goods. British sea power was much the strongest in the world. Christian leaders saw it as an opportunity to spread Christianity. Many Englishmen enjoyed the adventures of a growing empire.
6. The British Empire changed the world in many important ways. It spread capitalism, the method of doing business through privately owned companies. Because of the success of first British and then American capitalism, English has become the leading international language. While the empire did much harm, killing and imprisoning people to win control of so much of the world and then treating the conquered natives as second-class citizens, it also did good through the schools and hospitals, railways, roads, and bridges it built. It also

brought with it ideals of freedom, toleration, and democracy which the colonies used to help overthrow the empire in the second half of the 20th century.

Answers to the questions on Chapter 3 in the Workbook

1. Assess the labelled maps for their accuracy and clarity.
2. Getting the dates right:

1768–80	Captain Cook explores the South Pacific, discovering Australia
1815	British gain Cape Town in South Africa from the Dutch
1833	Britain abolishes slavery
1842	Treaty of Nanking ends the Opium Wars
1869	opening of the Suez Canal
1882	British defeat Urabi's resistance in Egypt
1886	discovery of rich goldfields in South Africa
1898	Battle of Omdurman (Sudan)
- 3.1 He wants the Queen to forbid the British merchants from bringing opium to China.
- 3.2 She does not allow it in her country. It is a harmful drug. Even if the British merchants stopped selling opium, they could still have as profitable a trade with China.
- 3.3 When Chinese officials tried to stop British merchants trading opium in the Chinese ports, Britain declared war. A squadron of the British navy blew the Chinese fleet out of the sea and forced the Chinese government to agree that the trade should continue.
- 3.4 Britain acted in this way because the profits from the opium trade were huge, and believed strongly that merchants should be allowed to trade as freely as possible because free trade was the key to greater prosperity for everyone.

Chapter 4 **The Growth of the USA: 1783–1914**

There is a main overarching story and two related ones.

- The main story is how—in barely a century—the insignificant ex-colony on the eastern seaboard of North America had surpassed Britain economically and was poised to become an international superpower.

And the linked stories are:

- The Civil War and the abolition of slavery
- The destruction of the Native Indian culture

To understand modern American history, one needs to remember that the majority of the population comprised white European immigrants, who had come to America in search of a better and different life. The Pilgrim Fathers of the 17th century had come so that they could worship as Christians in the way they wished. Many 19th-century immigrants were leaving the slums of the growing industrial towns as well as the villages of Europe, where they could see no future for themselves and their families.

Explain to your pupils the geography of this enormous country in which these immigrants found themselves. Across the Appalachian Mountains lay the vast prairies, then the imposing barrier of the Rocky Mountains but beyond that was California, a place where dreams could come true. In that immense area, though there were some Native Americans hunting bison, they were so few in number and, by prejudiced European standards, so primitive that the land could be treated as empty and there for the taking.

Yet taking it was not easy. The climate was harsh. The prairies appeared a semi-desert. Only the application of scientific farming changed them into some of the most productive cereal areas in the world. The high, wide Rockies claimed the lives of many explorers and travellers trying to reach California.

However, once the newcomers settled, they discovered that despite the challenges the land was potentially very rich. Britain had industrialized

because it had plenty of coal and iron. The USA had much more, and gold and oil too. Using European science and technology and improving on it, Americans turned these natural advantages into industrial might. The combination of being immigrants in a new world, the challenges of setting up homes, and pushing the frontier ever westwards into California and the Pacific Coast were reached; the riches created by clever use of what they discovered made American society quite different to European, with a confident 'can do' mentality with an aggressive edge to it.

The losers in this story were the Native Indians: a small number of nomadic hunters on the move following the herds of bison faced by a large number of technologically advanced, well-armed farmers and miners. The Native Indians were swept from their ancestral lands with a ruthless contempt. Tell your pupils the story of the Cherokee 'Trail of Tears' and what happened to Sitting Bull and his people after he had defeated Custer at Little Big Horn.

- ▶ 1846–8: the Mexican-American War
- ▶ 1863: the Battle of Gettysburg
- ▶ 1869: the first transcontinental railroad

P Good topics for group or individual research are: the transcontinental railroads, the cattlemen (cowboys), the Oregon Trail, the Trail of Tears, Sitting Bull and General Custer, 19th century New York or Chicago or San Francisco, Thomas Edison, Mark Twain, and Fenimore Cooper.

Answers to the questions on Chapter 4, Timeline 3

1. a) Lewis and Clark were the explorers who found a route through the Rocky Mountains to the Pacific coast.
b) The Oregon Trail was the route taken by settlers in their ox wagons through the Rockies to settle in the Pacific coastlands. Once people knew of these routes they followed in ever-increasing numbers.
2. Through its victory in the Mexican war, the USA gained a huge area of land from Texas to California, the south-west part of the modern USA.

- b) The transcontinental railroad meant that people and goods could move more swiftly, cheaply, and safely across the continent, boosting trade and mining. More settlers travelled westwards both to the Great Plains and to California.
3. The Native Americans were the indigenous inhabitants, scattered in small numbers across North America. Some were hunters following the immense herds of bison, others simple farmers. The European immigrants, better armed and in much larger numbers, swept them out of their way and took away their lands.
 4. 'Secession' is when one part of a nation or empire decides that it must separate and become independent. The Confederate States seceded from the Union because they believed that there would soon be a majority in the Union in favour of abolishing slavery.
 5. The Union forces won a major victory over the Confederates at Gettysburg. It was the turning point of the Civil War as it meant that the United States of America would remain a single and powerful nation. This was the occasion when Abraham Lincoln gave a memorable speech about democracy and freedom and the abolition of slavery.
 6. American industry grew rapidly, based on its coal and steel industries, overtaking Britain as the world's major industrial power c.1900. Andrew Carnegie played a major part in this expansion, building up a colossal steel business and spending his wealth for the benefit of fellow human beings.
 7. Most Americans were very proud of what their countrymen had achieved by 1900. They had conquered and tamed a wild continent and developed its natural wealth so that its people lived as well or better than anywhere else in the world. They had made the prairies produce rich crops and linked all parts of the vast continent by railroad. They were inventive and optimistic and believed that the American way of doing things was the best. Most of them were recent immigrants from Europe. In this New World, they were creating a better life which was not held back by the quarrels, divisions, and outdated traditions of the Old World.

However, though America was a good place for its white majority, the indigenous inhabitants—the so-called Indians—had been harshly treated. White Americans had taken most of their land, often violently. White diseases had killed many of them. By 1900 their way of life and culture had been virtually destroyed. Black Americans fared little better. Though slavery was abolished, their experience was much worse than the whites', especially in the southern states where racism and segregation continued.

Answers to the questions on Chapter 4 in the Workbook

1.1 Assess the labelled maps for accuracy and clarity.

SOURCE A

- 2.1 The basic principles of Lincoln's speech were that all men should be treated as free and equal.
- 2.2 Government of the people is one elected by all citizens; government by the people means that the elected representatives should be like everyone else, drawn from all classes of society, and not just the rich and well connected; government for the people means that the government should work at all times to improve the lives of all its citizens.
- 2.3 Lincoln was a superb example of an American from a poor frontier family who had made it to being President by sheer hard work, determination, and proving that he could make things better for ordinary people. He was respected as a man of high ideals, and kind, honest and straightforward. He spoke and wrote eloquently, using language everyone could understand. He saved the Union and lost his life in the service of his country.

SOURCE B

- 2.4 The Native Americans believed that the land was Nature's gift to all living creatures; it was not anyone's private property so the idea of buying or selling it was strange to them.

- 2.5 The people were close to their natural surroundings and respected their land: it was a sacred trust. Chief Seattle compares the Earth to a mother: if she falls ill, her family suffers. He says that the Earth does not belong to man but man belongs to the Earth and so must look after it.
- 2.6 Chief Seattle advised the US president to teach the American children to love and respect the land and to care for their environment and preserve it.
- 2.7 Activity: this can lead to a lively and relevant debate based on the past and present.

Chapter 5 **Japan—The Meiji Restoration: 1854–1905**

There are two big related stories:

- First the transformation of Japan, from a nation consciously isolated from the world, believing that tradition was in the best interests of its people and culture, to one which suddenly did the opposite, learning from foreigners, especially from the West, and modernized swiftly.
- Secondly, how Japan used its modernized army and navy to become an aggressive expanding power in the Far East.

Start with the move of the capital by the emperor from ancient historic Kyoto to Tokyo, the main port and business centre of Japan; perhaps reflect on the reality of contemporary Tokyo, a mega-city of more than 12 million, capital of one of the most technologically advanced nations in the world.

As well as making sure the pupils understand the big story, explain that it was the weakening of the Chinese Empire, under pressure from European powers, which led some far-sighted Japanese leaders to reform their country. Such was the prestige of the imperial position that once the Emperor Meiji had decided to follow the path of reform, the feudal nobility obeyed his instructions. The government modernized farming along with other branches of the economy so that Japan was able to feed its growing population.

Point out that though western types of government were adopted with representative assemblies at a national and local level, the Japanese government, from 1868 to 1945, was authoritarian with the emperor and the politicians he appointed drawing enormous respect.

Though the samurai seemed to lose their status and their way of life ended, many found satisfying positions as business leaders and in the expanding army and navy. Such was the turmoil caused by these far-reaching reforms that there was significant social unrest in the 1880s and 1890s. One reason for the new foreign policy of expansion, first in China and then in Manchuria, was to distract the population with exciting and successful attacks on first China and then Manchuria and Russia.

- ▶ 1868–9: the Meiji Restoration—the most significant turning point in Japanese history
- ▶ 1904–5: the Russo-Japanese war. Japan's decisive victory made it the most powerful country in the Far East and encouraged an aggressive foreign policy which led to Japan's joining the Nazis in World War II, and its catastrophic defeat with the nuclear bombing of Hiroshima and Nagasaki.

P Focus on change. Get the pupils to imagine that they are the grandchildren of Commodore Perry and visit Tokyo at the end of 1904, 50 years after their grandfather had sailed his 'black' ships into Tokyo Bay. They would have read his report on his Japanese expeditions and had a good idea what old Tokyo was like. First list the main differences a keen observer would have noticed and then discuss which changes were obviously to the benefit of the Japanese people and which were less so.

Answers to the questions on Chapter 5, Timeline 3

1.
 - i) Commodore Perry in Tokyo Harbour, 1853
 - ii) The Meiji Restoration, 1868
 - iii) The Boxer Rising, 1900
 - iv) The Battle of Tsushima Straits, 1905
 - v) The Treaty of Portsmouth, 1905
2. The Meiji Restoration is when the young Emperor Meiji, advised by a number of clever politicians, took back power from the traditional, ineffective, and unpopular Tokugawa Shogunate. It is an important step in Japan's history because it gave politicians the support they needed to thoroughly modernize Japan on European lines.
3. Iwakura Tomomi was one of these reforming politicians. His 'Mission' was a tour of Europe, 1871–3, with sixty students, during which they made a thorough study of the most advanced European industry, science, and technology. Iwakura also tried, without success, to persuade European governments to revise their 'unequal' trading treaties with Japan.
4. Russia and Japan went to war in 1904 over the control of parts of Manchuria. It was also a struggle as to who would be the most dominant

power in East Asia at a time when China was getting weaker. The main events of the war—a land battle at Mukden, land and sea battles round Port Arthur, and a sea battle in the Tsushima Straits—were all won by Japan. The Japanese victory was a major event in world history since it was the first major victory of an Asiatic power over a European one for generations. Russia's defeat eventually led to a revolution in the country and made Japan more confident and aggressive.

Answers to the questions on Chapter 5 in the Workbook

1.1 Crossword answers:

Across: 2 = Perry, 4 = China, 7 = Mitsubishi, 9 = Mikasa

Down: 1 = Manchuria, 3 = Russia, 5 = Iwakura, 6 = Tsushima,
7 = Meiji, 8 = Togo

2. Getting the dates right:

1853	Commodore Perry arrives in Tokyo Bay
1868–9	Meiji restoration
1871–3	Iwakura Tomomi's fact-finding visit to Europe
1894–5	Japan defeats China
1904–5	Japan defeats Russia

- 3.1 More land, larger population, excellent education, end of disunited feudal system, powerful army and navy.
- 3.2 The main reason for this 'leap forward' was the stimulus of foreign competition which woke the Japanese up to reform, using 'Western models'.
- 3.3 He is describing the Tokugawa Shogunate which allowed local samurai warlords and landowners to live idle lives using money raised by taxing ordinary people and by having peasants labour for them. Towns were growing and the urban population felt that the Shogunate had no interest in them and their needs.
- 3.4 Okuma Shigenobu is a good source for this period. He lived through the Meiji Restoration and was a senior minister carrying out reform. However, he may be biased in favour of the achievements of the Restoration and over-critical of the Shogunate.

Chapter 6 **The Decline and Fall of the Ottoman Empire: 1683–1918**

The three big stories are:

- the decline of the Ottoman Empire over two centuries
- nationalism in South-east Europe
- the failure of the Ottoman Empire to modernize

Start by making sure that pupils know the extent of the Ottoman Empire in 1680: to the north in Europe, Vienna, and all round the Black Sea; to the east, Mesopotamia and to the south, Madina and Makkah; and to the west including Egypt and much of the North African coast. It was by far the most important Islamic state and the sultan was respected as the Caliph. In 1918 the Ottoman Empire ceased to exist and in 1924 Kemal Ataturk declared the Caliphate abolished.

Undermining the Ottoman Empire in Europe was the force of nationalism: increasingly people began to think of themselves more as linked by language and a common history and culture. By the end of the 18th century the British, French, and Americans had shown a strong sense of nationhood which also inspired others as time passed. Under Ottoman rule in Europe, various peoples began to think of themselves as nations and wished to take control of their destinies independently. Greece was the first to succeed, with Romania, Bulgaria, and Serbia following.

Explain that these people wishing to become independent of the Ottomans could count on help from other European nations: Greece from Britain and France, and Serbia and Bulgaria from Russia. Moreover, the European powers also took advantage whenever they could—Russia, in particular, wanted to control all of the Black Sea and to capture Constantinople.

The scale of Russia's ambitions probably helped to keep the Ottoman Empire going since the other powers propped it up to resist Russia. The most extreme example of this was in 1853 when the British and French went to war in alliance with the Turks and landed on the Crimean peninsula in the Black Sea. In a war famous for its incompetence—a British cavalry brigade charged into the line of fire of Russia's main cannons because of poor communications between the senior officers—

and heavy casualties, Russia's ambitions were thwarted. Nonetheless, the empire was clearly getting weaker and the European powers, exploiting the situation, encouraged the Serbs, Bulgars, and others to revolt.

Why could not the Ottomans modernize and reform like the Japanese? That is a question very hard to answer. It was partly because of the weakness of the sultans but there was more to it than that. Neither the ruling class nor the ulema seriously engaged in the rapidly advancing industry, science, and technology being developed by Europeans. Consequently, not only were the European nations richer but their armies and navies were much better armed.

- ▶ 1774: Treaty of Kuchuk-Kainarji marks a major defeat for the Turks and advance for the Russians. Russia gained access to the Black Sea. The Ottoman Sultan also had to recognize Russia as the protector of Christians within his empire.
- ▶ 1830: The Battle of Navarino helps Greece gain its independence after four centuries under Ottoman rule.
- ▶ 1909: The overthrow of Abdul Hamid II was the work of the Young Turks who were determined to reform and modernize the Ottoman Empire. They had good ideas but little time to carry them out. During World War I they allied themselves with Germany, and the reforms could not take effect before the Ottoman Empire was broken up in 1918. It was left to one of the Young Turk leaders, Mustafa Kemal, to carry out modernizing reforms, but in a much smaller Turkey of which he became president.

P Topics which pupils will find interesting for further research are Ali Pasha of Jannina, the Crimean War, the building of the Suez Canal and its effect on British and French policies towards Egypt, Abdul Hamid II, the Young Turk movement, the German plan of a Berlin-Baghdad railway, and why Turkey went to war on Germany's side.

Answers to the questions on Chapter 6, Timeline 3

1. a) In 1683 a great Ottoman army tried but failed to capture this major European city.
- b) By the Treaty of Kuchuk-Kainarji, Russia gained much territory from Turkey.

- c) At Navarino, a European fleet defeated a Turkish one, helping Greece gain its independence. Each of these events was an important step in the decline of the Ottoman Empire.
2. The 'Cage' was the luxurious prison inside the Topkapi palace where the sultan kept his brothers and relatives who were possible rivals to his throne.
 3. The sultans were not very good at ruling; succession was usually a problem involving violence and civil disturbance; the Janissaries grew too comfortable and lacked discipline; the army and navy failed to modernize; their enemies, like Russia, grew stronger; subject peoples within the empire wished for greater independence.
 4. The Janissaries were the famous slave soldiers who had won so many victories in the early days of the Ottoman Empire. Though slaves, they were given wealth and privileges in the centuries of conquest. As the sultans grew weaker, the Janissaries became lazier and corrupt. Once popular, they later came to be disliked and seen as a burden on the people. Sultan Mahmud abolished them and killed thousands of them in the process.
 5. 'Modernization' means moving from traditional to modern ways and new ideas such as the changes in Japan following the Meiji Restoration. A few Ottoman sultans tried to modernize some aspects of Turkish life: Mahmud got rid of the Janissaries; foreigners, like the French, were asked to help with reforms; more clocks appeared in public places; more Turks wore European dress; some railway lines were built. However, there were no far-reaching changes as in Japan, and the Ottoman Empire grew weaker under threat from the Great Powers of Europe. At the end of the 19th century the Young Turk party campaigned for massive reforms but little was achieved before World War I which also led to the end of the Ottoman Empire.
 6. Austria-Hungary, Russia, Germany (after 1870), France, and Britain were the Great Powers. Russia was the greatest danger to the Ottoman Empire. On the whole, though they had their differences of opinion, the others wanted to prevent Russia gaining too much at the expense of Turkey.

7. The Committee of Unity and Progress, otherwise known as the Young Turks, wanted a genuine representative government in the empire. When Sultan Abdul Hamid II opposed them, they deposed him, replacing him with his brother. From 1909 to 1918, real power in Istanbul lay with the leaders of the Young Turks and their German advisers. During World War I they joined with Germany and Austria-Hungary against Britain, France, and Russia. Led by Mustafa Kemal, and trained and supplied by the German army, the Turks drove off a British assault on Gallipoli. Eventually, the Turks saw the Ottoman Empire completely destroyed at the Treaty of Versailles. Under the dynamic leadership of Mustafa Kemal, Turkey fought and won a bitter war against Greece. In 1923 Mustafa Kemal became the President of the new Turkish Republic, the capital of which was Ankara, not Istanbul.

Answers to the Questions in the Workbook for Chapter 6

- 1.1 The correct order is:

decline, Austria, Russia, Black Sea, Constantinople, Balkan, Greeks, Navarino, Mahmud IV, Janissaries, Young Turks

2. Getting the dates right:

1683	the Turks fail to capture Vienna
1774	Turkey and Russia sign the Treaty of Kuchuk-Kainarji
1830	naval defeat of Turkey at Navarino during the war with Greece
1878	Britain takes away Egypt and Cyprus from the Ottomans
1909	the Young Turks seize power from Sultan Abdul Hamid II

- 3.1 The earlier Turkish army was based on the disciplined, well-armed Janissary slave soldiers. Its generals were usually excellent and it had modern cannons and siege engines.
- 3.2 The soldiers had lost their courage and discipline. They went into a campaign with too much comfort and they disobeyed their leaders.

Their guns were of poor quality iron and their fleet was small and in poor condition.

- 3.3 The Turks would not change their ways and would not learn from their enemies who defeated them more frequently. Reform was necessary to strengthen them against their enemies, especially Russia, who wanted to conquer parts of their empire, and against people like the Greeks and Albanians who wanted their independence.
- 3.4 Selim II tried to abolish the Janissaries but they mutinied and he had to go on paying them. So he was not successful.
- 3.5 Sir William Eton is a good source for Turkey in decline as he was a frequent visitor to the country and well educated. His main aim was to inform his readers and he had, as far as we know, no reason to exaggerate.
- 3.6 The Turkish army fought with more spirit and confidence in 1915 and they did not fear death.
- 3.7 Turkish soldiers fought for their country and were strengthened by their faith.
- 3.8 The Turks were victorious at Gallipoli and this success led to the creation of modern Turkey under the leadership of Kemal Ataturk.
- 3.9 Activity: this requires adequate time. Guide students through research on the Battle of Gallipoli and on Peter Weir's film. Divide the class into groups, assigning each a specific aspect of the project as a task. The presentation can then be followed by a discussion.

Chapter 7 **The Creation of the British Raj: 1707–1857**

- The big story is how Britain, in the shape of a trading company, took control of the Indian subcontinent and about the far-reaching consequences of this conquest.

A good starting point could be the years 1757 to 1761, beginning with the Battle of Plassey and ending with the Battle of Panipat, then analysing straightaway with the pupils the extracts in the Workbook from Robert Clive and from Gholam Hossein Khan. (It is worth pointing out that Gholam Hossein Khan was an excellent historian.)

Clive argues that the British could always win victories by discipline and bribery, Gholam Hossein Khan asserts that the princes of South Asia spent so much time fighting among themselves that all the British had to do was wait and pounce. At Plassey, Clive only lost 22 men while defeating Siraj-ud-Daula. What won the battle was Mir Jafar changing sides. Mir Jafar, whose name is synonymous with treachery, then became Nawab of Bengal and had Siraj-ud-Daula killed. The Maratha princes were fine fighters, the strongest in South Asia for many years, but their aim was to overthrow the Mughals: they were defeated at Panipat not by the British but by the Afghans. When the British finally defeated Tipu Sultan of Mysore, they had the Nizam of Hyderabad as an ally.

In fact, the East India Company was a trading company. Its directors and shareholders never thought of themselves as empire builders. They took possession of the Carnatic mainly to prevent the French from having it and Bengal because Siraj-ud-Daula did not want his state to become a battleground for the French and British: once he was defeated it was there for the taking. However, once the British government found itself in possession of Indian territories—as a result of the activities of the East India Company—it realized their value, defended them, and added to them.

India was unlike any other of Britain's overseas possessions in the early 19th century. Nowhere else did such a small number of Britons rule over a huge indigenous population and the subcontinent became so important to Britain that its defence was the main driving force of its imperial policy. For example, controlling the sea routes to India was an important reason

for Britain taking control of South Africa and, after the Suez Canal was opened, Egypt. British armies got involved in Afghanistan—sometimes disastrously—to counter the Russians, who the British government feared, had designs on India from the north.

India became the ‘jewel in the crown’ of the British Empire, a source of profit, the provider of a useful army, and a possession whose size and exotic culture was, for an increasing number of Britons in the 19th century, a cause for considerable pride.

- ▶ 1757: the Battle of Plassey. Mir Jafar’s treachery and Clive’s victory over Siraj-ud-Daula resulted in the fall of Bengal to the British.
- ▶ 1761: the Battle of Panipat. Maratha power was gravely weakened by their defeat at the hands of the Afghans; Marathas were later unable to withstand the British.
- ▶ 1764: the Battle of Buxar. This battle secured the rich province of Bengal for the British.
- ▶ 1843: the conquest of Sindh. This success followed by the defeat of the Sikhs gave Britain control of the north-west of the subcontinent, making it all effectively British. However, some princes, their lands surrounded by British territory, remained nominally independent.

P A local study would be worth undertaking here. Have the pupils investigate how and when the British took possession of your locality and how they controlled it. Also see if they can discover what part local people played in the Great Uprising of 1857–8 (see Chapter 10) and why they acted the way they did.

Answers to the questions on Chapter 7, Timeline 3

1. The Persian and Afghan invasions.
2. a) Siraj-ud-Daula was the Nawab (ruler) of Bengal whom Clive defeated at the Battle of Plassey.
b) Shah Alam was the Mughal Emperor who lost the Battle of Buxar to the British.
c) Haider Ali was the brilliant ruler of Mysore.
d) Tipu Sultan was Haider Ali’s son and successor; he strongly opposed British presence in the subcontinent.

- e) The Marathas, a warrior race on the western side of the subcontinent, were dangerous rivals to the Mughals and the British. However, heavily defeated by the Afghans at Panipat in 1761, they too were eventually conquered by the British.
3.
 - a) The victory of the Afghans over the Marathas in 1761 seriously weakened the one Indian kingdom which might have been able to resist the British advance.
 - b) The Battle of Buxar in 1764 was vital for Britain taking control of Bengal and its riches in trade and taxes.
 4. By 1818 Britain had gained much of the south and east (Carnatic) of the subcontinent, as well as Bengal and a large area of the Ganga Valley. The main ports of British India were still Madras, Calcutta, and Bombay. Clive played a major role in winning the Carnatic and Bengal.
 5. Britain conquered Sindh in 1843, mainly because it had an army in the region which needed a victory after the earlier defeat in Afghanistan.
 6.
 - a) Ranjit Singh was the capable ruler of the Sikhs; after his death, Britain went to war with his successors.
 - b) Gulab Singh helped Britain win the Sikh kingdom by his treachery.
 - c) John and Henry Lawrence were brothers and British officials who administered the newly conquered Sindh and the Punjab most efficiently.
 7. By the conquest of the Indus Valley, Britain controlled every significant strategic region of the Indian subcontinent. Though many Indian princes were still independent, their lands were surrounded by British territory. Most of what is now Pakistan was firmly under British control after 1848, so later independence and separation from India would have to be negotiated with the British government.
 8. Dalhousie introduced the railway in the subcontinent in 1850, followed by the telegraph service in 1851, and a cheap postal service in 1854.

Answers to the questions on Chapter 7 in the Workbook

1. The correct order is:

Calcutta (Kolkata), Mughals, Nadir Shah, Peacock Throne, French, Clive, British, Plassey, Buxar, Mysore, Tipu Sultan, Sindh, Ranjit Singh, 1850, princes

2. Getting the dates right:

1738	the Persian Emperor Nadir Shah invades Mughal India
1764	the British victory at Buxar wins Bengal
1799	Tipu Sultan dies fighting the British
1843	General Napier conquers Sindh
1850	Governor Dalhousie has the first railway line built in South Asia

3.1 Robert Clive was commander of British forces first in the Carnatic and then in Bengal. He had won a number of striking victories against much larger armies and he had used bribes to get Indian princes to change sides. So he knew what he was talking about.

3.2 Treachery means leaving the leader or group you had promised to support and going over to the enemy. It was the treachery of Mir Jafar, who deserted his leader Siraj-ud-Daula, which enabled Clive to win an easy victory at Plassey.

3.3 The main reason for Britain's success is the divisions between India's rulers and their readiness to turn to the British for help against their Indian enemies.

3.4 He means that the British appear to be waiting, but they are very observant; when the Indian princes start quarrelling amongst themselves, the British support one side and then take control.

3.5 Gholam Hossein Khan was an Indian historian who, in his lifetime, saw the British at work in India, expanding their power in Bengal, the Carnatic, and Mysore. He is a reliable, intelligent, and persuasive source.

Chapter 8 **The Great Uprising: 1857–8**

- The principal story is about the events of 1857–8, their causes, and the aftermath.

Bear in mind that this is a dramatic topic which caused and still causes passionate responses. The Great Uprising or Rebellion took the British completely by surprise and for a few months threatened the destruction of British India. The murder of innocent women and children inflamed the British press which portrayed the rebels as brutal, treacherous murderers who deserved the worst of fates. For years, British historians described the rebellion as a ‘mutiny’—a term which implied that it was just a matter of undisciplined soldiers disobeying their officers, not a widespread rebellion fuelled by many different grievances. Their accounts stressed the murders at Cawnpore (Kanpur), the heroic relief of Lucknow, the restoration of order. The acts of the terrible vengeance the British then executed on the rebels were seldom mentioned.

For their part, Indian historians have portrayed the rebellion as the first war of Indian independence, stressing the grievances against the British which had built up over the years, the insensitivities of Dalhousie and Christian missionaries. They emphasize the heroism of the likes of the Rani of Jhansi and Tantia Topi and the terrible revenge taken by the British. There is also a sub-theme about the comparative role of Muslims and Hindus in the resistance to Britain, with Hindu historians suggesting the Muslims were more passive than the Hindus and that after the Rebellion ended, the British looked more to the north-west for its soldiers and less to Bengal. However, one finds that the Muslims bore the brunt of the punitive measures taken by the British.

For teachers, the need is to find a balance. In fact the events of 1857–8 started with a mutiny at Meerut but they expanded to much more than that. However, the risings against the British were too fragmented and small-scale to justify the description of a ‘war of independence’, which makes the Great Uprising or Rebellion the title that fits best.

Explain how the events of 1857–8 changed relationships between the British and the local population for the worse. The British came to realize that they were seen by many Indians as an occupying power. In the

18th century many British, and also Frenchmen, had adapted to Indian lifestyles. With the advent of steamships, many more British women came with their children to live in India and generally drew their husbands into a separate, consciously British way of life. Attitudes of racial superiority became more entrenched.

- ▶ 10 May 1857: this is when the sepoys at Meerut, near Delhi, turned on their officers, killing most of them and beginning the Great Uprising.
- ▶ 1858: the Relief of Lucknow. The arrival of British forces in Lucknow, saving its garrison, marked the beginning of the end of the Uprising since Lucknow was an important centre of this movement.

P There are a number of vivid personalities. Divide the pupils into groups to research the following and make a presentation to the class about their part in the Great Uprising: Nana Sahib, Tantia Topi, the Rani of Jhansi, Bahadur Shah II, Lord Dalhousie, Sir Henry Lawrence, General Henry Havelock, and Charles ‘Clemency’ Canning.

Answers to the questions on Chapter 8, Timeline 3

1. Meerut—the sepoys’ mutiny; Cawnpore—early in the rebellion, many British men, women, and children were murdered, after being given safe conduct by Nana Sahib; Relief of Lucknow—the British garrison including women and children had been besieged but was saved (an episode which was the scene of many later British paintings); Gwalior—the Rani of Jhansi was one of the last rebels to be defeated.
2. Bahadur Shah II, the last Mughal Emperor and now very old, gave his support to the rebels and allowed them to call him their leader. After the Uprising, the British exiled him to Burma where he died. Henry Havelock led the army which relieved Lucknow. Lakshmi Bai was the Rani of Jhansi. She led her small state against the British and was killed by a sniper’s bullet. Tantia Topi was the last rebel leader to be captured. The British hanged him.
3. Events at Meerut started the Uprising and Lucknow was at its centre. Once the British garrison was relieved, the city was brought back under British control. The rebels were defeated.

4. The main causes of the Great Rebellion were: a) insensitivity by the army in introducing the new rifles and cartridges; b) a more general feeling that the Christian British despised Hindu and Muslim religious customs and wanted to weaken both religions; c) Dalhousie's 'doctrine of lapse' and the way it was being used to increase the amount of Indian territory under British control.
5. The Great Uprising failed because it only spread across a relatively small part of northern India; the rebels fought bravely in different places but without a common plan; and the British were able to use not only British troops but also some native ones to crush the movement.
6. The British government abolished the East India Company and governed the subcontinent directly through a Viceroy. It increased the proportion of British troops to Indian ones and allowed only British troops to have charge of artillery. It made more use of Gurkha, Sikh and, Pathan troops from the north-west because it believed that they were more reliable. It lessened its support for Christian institutions and left Muslims and Hindus to worship as they wished.

Answers to the questions on Chapter 8 in the Workbook

1. Answers to the crossword:

Across: 3 = Dalhousie, 5 = Kanpur, 8 = Awadh, 9 = Lakshmi Bai,
10 = Meerut

Down: 1 = cartridge, 2 = Lucknow, 4 = Mutiny, 6 = Nana Sahib,
7 = Lawrence

2. Getting the dates right:

May 1857	soldiers disobey officers at Meerut near Delhi
June 1857	Europeans killed at Cawnpore (Kanpur)
September 1857	fall of Delhi to the British
March 1858	Relief of Lucknow
1859	Tantia Topi captured and hanged by the British

- 3.1 The British made up the rule about taking over Indian states having no male heirs.

- 3.2 Dalhousie believed the British were more civilized, just, and efficient rulers, thanks to whom India would prosper. Most of the people of Jhansi would have thought that the British were bullies who were making up laws to slowly but surely take over their country and were planning to harm their religions.
- 3.3 The Rani would have felt insulted. Dalhousie had not answered the main points of her two letters and was determined to dispossess her son of his rightful inheritance. She would have regarded the British offer of a pension as an attempt to bribe her into accepting the situation.
- 3.4 The three points of his brief memo suggest that here was a man who would seldom change his mind, who had an exaggerated confidence in the values of British rule, and who believed that the Rani could be bought off with a pension. Dalhousie had many qualities as an administrator but, like most British officials of his generation, believed that the Indians were less civilized than the British and should be ruled with a cool firm hand.
- 3.5 Her four main reasons were:
- a) The English were threatening the religion of both Muslims and Hindus.
 - b) They were abolishing valued customs like 'suttee'.
 - c) They were asking Indian soldiers to bite greased cartridges.
 - d) They were taking Indian thrones and interfering in their succession laws.
- The last reason was the one which closely affected her and her family.

- 3.6 The order requiring both Muslim and Hindu soldiers to bite greased cartridges, an act in conflict with their religious beliefs, triggered the Uprising.
- 3.7 The Rani of Jhansi hoped that both Muslims and Hindus would join her in her rebellion. While Muslims had grounds for concern and anti-British feelings, they would probably not be as impressed as the Hindus by her proclamation. She was a Hindu and the British government was more critical of Hindu customs than it was of Muslims.

Chapter 9 **The Origins of Nationalisms in South Asia**

- The main story is about the rise of nationalism in South Asia, following the phenomenon in Europe.

Start by making sure pupils understand the meaning of nationalism which, in the 19th and 20th centuries, became a powerful force, both uniting and dividing people and often inspiring but often destructive too.

Nationalism first became a strong political force in early 19th-century Europe, and led to the creation of the nations of Greece, Italy, and then Germany. The characteristic features of European nations were a common language, a common history, and common religion. Remind pupils of the problems the Ottoman Empire faced when first the Greeks and then the Serbs, Bulgars, and Rumanians decided that they were each distinct nations and should therefore be independent. Each of these three Balkan states considered that they had a distinct language, history, and religion.

For the Indian subcontinent, nationalism was both a unifying and a divisive force. All the indigenous inhabitants knew that they were very different from the British, in race, language, religion, and culture. Consequently, opposition to the British was a powerful unifying factor, with a united independent India as the goal. However, in other important ways, the subcontinent was deeply divided. It did not have—and never had—a common language; it was divided between two major religions; it had never been completely united under one ruler. Those empires which got closest to ruling the whole of South Asia—of Asoka, Akbar, and Aurangzeb—were each short-lived. The experience of most Indians, between 1250 and 1750, was either of being part of various regional kingdoms fighting amongst themselves or of a Muslim empire run from Delhi or from the north-west.

Ironically, it was the British who gave a greater sense of unity to India than ever before. Their officials followed the same methods of government and demanded the same taxes right across the country. English was the common language of the administrators. Railways linked every region, and better education and widely distributed newspapers made people

much more aware of events in other parts of the Raj and of the passionate nationalism of Europe. Early Indian nationalism emerged mainly among educated Bengalis in Calcutta, and in Bombay. The Indian National Congress, while open to members of all religions, always had a mainly Hindu membership. Consequently nationalism posed a huge dilemma for most Muslims: while they might look forward to the end of alien British rule, they did not know what would replace it. The Mughal Empire was gone for ever. What kind of future would there be in an independent India where the majority, inevitably, would be Hindu?

One of the major problems which nationalists have found difficult to solve is how to deal with minorities within the national boundaries, who do not share the same characteristics as the majority and have loyalties to others beyond the borders: for example, Jews in Germany and the Germans in Czechoslovakia in the 1930s, more recent conflicts have involved the Tamils in Sri Lanka, the Basques in Spain, and the Albanians in Serbia. The experiences of many minorities in modern history have often been of great suffering.

Eventually, the consequence for South Asia was the creation of two nations—with one of them based on Islam—even though the patterns of settlement which had developed over more than a thousand years had Muslims scattered in their millions throughout the subcontinent.

- ▶ 1875: the foundation of Aligarh College. This creation of Sir Syed Ahmed Khan provided high quality modern education for the future leaders of Pakistan.
- ▶ 1883: the Ilbert Bill. The reaction of the British, that they would not have anyone with a brown skin sitting in judgement on a white person, was so racist and so extreme that it increased anti-British feeling among educated Indians and strengthened Indian nationalism.
- ▶ 1885: the foundation of the Indian National Congress. This was the party of Gokhale, Tilak, Gandhi, and the Nehrus which would eventually win independence for India.
- ▶ 1906: the foundation of the Muslim League. This was the party created initially to protect Muslim interests within the British Raj and, led by Mohammed Ali Jinnah, won independence for a separate Pakistan.

P Make some selections of Sir Syed Ahmed Khan's writings available to the pupils. Lead a discussion to help them a) identify those ideas which they think were most significant for the future development of Muslims in South Asia and b) understand why he met with criticism during his lifetime.

Answers to questions on Chapter 9, Timeline 3

1. A nation is a large group of people/a community living in the same land with agreed frontiers, generally sharing language, lifestyles, cultures and, at times, religion. Nationalism is the strong desire to be part of a nation, and for recognition of identity.
2. Creating a single nation in the subcontinent was difficult because of the differences of culture, religion, and language among the people, mainly among Hindus, Muslims, and Sikhs.
3. a) The Ilbert Bill in 1883 gave Indian judges/magistrates the right to judge the British—something that was not acceptable to the majority of the British people.
b) The foundation of the Indian National Congress marked an important milestone in the country's history. It gave common Indians a voice in the legislature.
4. Tilak had a harsh and rigid approach towards the British and the Muslims. He was known as the Father of Indian Nationalism. Gokhale was a more moderate politician who believed in persuasion rather than confrontation.
5. Shah Wali Ullah believed that Muslims were not studying the Qu'ran carefully enough and were arguing amongst themselves too much. He believed that greater political and religious unity would end these weaknesses. He had been one of the leading Muslims who had persuaded the Afghans to come into South Asia to defeat the Marathas and was disappointed when the Afghans returned to their homeland immediately after their victory at Panipat in 1761 rather than helping the Mughal emperor to restore his position.

6. The ulema criticized Shah Wali Ullah for translating the Qu'ran into Persian as they thought it should only be read in Arabic. They criticized Sir Syed for his interest in western science, which they believed would damage Islam.
7. Sir Syed was criticized by other Indian nationalists for being too respectful to the British. He did, in fact, oppose the Great Uprising of 1857–8 on the grounds that the British were so strong that there was no chance of success and it would do more harm than good.
8. Aligarh College was founded to provide a high standard of education to young Muslims, and future leaders of the Muslim League attended there. The Muslim League was the political organization which represented Muslims in the subcontinent, believed in the Two Nation theory, and then achieved the independence of Pakistan.

Answers to questions on Chapter 9 in the Workbook

1. Crossword answers:

Across: 2 = Dyal Singh, 5 = Hume, 6 = Aga Khan, 8 = Gokhale, 9 = Tilak

Down: 1 = Syed Ahmed Khan, 3 = Curzon, 4 = Wali Ullah, 7 = Aligarh, 9 = Tata

2. Getting the dates right:

1875	founding of the Mohammedan Anglo-Oriental College
1883	Ilbert Bill fiercely opposed by Europeans
1885	formation of the Indian National Congress
1905	the partition of Bengal
1906	formation of the Muslim League

- 3.1 He wished to make the scientific and other knowledge, which was then only in European languages, available to his countrymen by translating it into local languages and by organizing lectures on science and other useful subjects.
- 3.2 He means the science and technology which the British used on daily basis to improve their lives. Such knowledge was vital if the peoples of South Asia were to improve their lives.

- 3.3 He thought that if the British were suddenly to leave, Hindus and Muslims would not be able to coexist peacefully: they would fight until one conquered the other.
- 3.4 The 'Pakistan Movement' means those who took part in the discussions which led to the decision to campaign for a separate Pakistan and, on independence, succeeded in achieving that aim. Sir Syed believed that officials, lawyers, and journalists were particularly important as they were the kind of people who tended to go into politics.
- 3.5 A nation is a community living together in a region, within agreed borders and often bound by common religious beliefs, culture, and history.

Nationalism is the strong desire to belong to a nation and live independently.

Chapter 10 **The British Raj in South Asia: 1858–1914**

- The main story is how a small number of Britons managed to rule a subcontinent, the benefits they brought, and the harm they did.

The British Empire has been, is, and will be a very controversial topic, involving wars and conquests, victors and victims, religious and racial issues, economic advance and exploitation. British rule in India is an inevitable part of this controversy because it was strongly enforced over a population of hundreds of millions with significant political, social, and economic consequences.

An unusual and stimulating starting point would be to tell your pupils about Simla, now a pleasant holiday resort 7000 feet up in the foothills of the Himalayas with superb views and an excellent climate. For the British, this small hill resort became the summer capital of the Raj when Calcutta (or after 1911, Delhi) got too hot. Viceroy Curzon had built a narrow-gauge railway line which even today winds its way up from the plains. The centre of the town looks as if it were transposed from Britain, with its Viceroy's mansion, Gaiety theatre, and Anglican Church. The Raj was a government which had no doubt about its right and ability to rule and its supreme confidence in the superiority of the British way of life.

Viceroy Curzon is also worth attention. A man of vast abilities, who worked all hours to run India well and, as well as organizing extravagant Durbars, was genuinely knowledgeable about and interested in Indian history and culture, he also managed to be so arrogant and prickly that he made many more enemies than friends. The partition of Bengal in 1905 was typical of the man. It was probably a good idea in terms of government efficiency as the halves could be run more smoothly than the unwieldy whole, but he did not pause to consider the opposition that it would cause since he seldom questioned the wisdom of his decisions.

At the same time remind pupils of Aurobindo Ghose, fierce opponent of the partition of Bengal, who found himself being tried by a British judge with whom he had been at school in London. Many leading Indian politicians, like Ghose, had spent formative years in Britain either at school or university, or for professional training. Jinnah, Gandhi, and Nehru all received their legal training in Britain and there often was,

among the educated classes, respect and affection for certain aspects of British culture.

Explain about the economics of the Raj: how by protecting British textiles, the British government harmed the Indian textile industry and slowed the industrialization of India. At the same time point out how railways, roads, irrigation schemes, schools, and hospitals all improved considerably in these years.

- ▶ 1905: the Partition of Bengal. The Partition of Bengal ended the Hindu majority in this major and advanced province and the Hindus in the Indian National Congress believed that Curzon had done it to 'divide and rule' India, favouring the Muslims to weaken the Hindus. The result was the most violent anti-British campaigning since the Great Rebellion. As well as massive protests, extreme nationalists began throwing bombs.
- ▶ 1909: the Morley-Minto Reforms. Indians were given more representation on the Viceroy's and regional councils. The government recognized that there were good grounds for consulting Indian opinion more. However there was growing anxiety among Muslims that more consultation would mean greater influence for Hindus.

P Continue expanding the local knowledge of pupils to research the local, especially economic, impact of the British Raj, such as the development of Karachi as a port, and of irrigation schemes in the Indus plains. Start with the immediate locality and relate it to how the British ruled Sindh and the Punjab, and what was going on in the North-West Frontier region and Balochistan.

Answers to the questions on Chapter 10, Timeline 3

1. A ceremonial assembly of princes in honour of the visit of the King-Emperor Edward VII. Curzon wanted to show off the strength and magnificence of British rule in India.
2. The territories in the subcontinent immediately under the control of the British were divided into areas, each the responsibility of District Commissioners who were well educated and trained, responsible for fair government, and for ensuring that taxes were collected. The

so-called independent princes were allowed a show of independence and much flattered by the Viceroy. However, they usually had a British adviser at their courts to keep an eye on them.

3. The harm Britain did to the Indian economy was, most seriously, not allowing Indian industries to compete with British ones. This particularly harmed the Indian textile producers. At the same time, the infrastructure of railways, roads, and irrigation was improved, which in many areas boosted the economy.
4. Major Cavagnari was the British army officer who stayed in Afghanistan after a British army had replaced one *amir* with another. He was murdered by Afghans who disliked the British presence. As for the mountainous areas of the North-West Frontier and Balochistan, the British left alone the fierce tribes there as long as they, in principle, recognized British rule.
5. Curzon divided Bengal because he believed that this would lead to its better administration.
6. The Hindus protested with mass meetings and even bomb throwing.
7. Lal, Bal, and Pal are the nicknames of Hindu political leaders who led the anti-partition protests for Bengal. Lal (Lala Lajpat Rai) was briefly exiled to Burma by the British and so was Bal (Bal Gangadhar Tilak), though for six years; Pal (Bipin Chandra Pal) was also deported briefly, but he returned to India and went abroad again to escape harassment.
8. Muslims were more worried about the Hindus in 1914 than in 1858 because the latter were getting organized politically. The more Britain was ready to consult local politicians about the future, the more it might favour Hindus at the expense of Muslims.
9. The Morley-Minto reforms gave Indians more say on the Viceroy's council and on regional councils too, and so set up a base for future self-government.

Answers to the questions on Chapter 10 in the Workbook

1. The correct order is:

Viceroy, Calcutta (Kolkata), Commissioners, textile, Tata, famine, bubonic plague, Curzon, 1899, Durbar, 1903, partition, 1905, Afghans, North-West Frontier Province, Morley-Minto, 1909, 1911

2.1 Railways helped the economy in a number of ways. They enabled goods to be carried faster and cheaper to more markets and people to move where work was available and more labour was needed. They encouraged industries to develop, especially the engineering industry.

2.2 People could move more easily for work or for pleasure. In towns and cities, many more goods were available, books and newspapers could be read soon after they were published.

2.3 Railways made it easier to shift troops swiftly to trouble spots like the Khyber Pass on their way to Afghanistan. However, they also helped to move nationalist leaders and their pamphlets around the country.

2.4 The Indian people paid for the Indian army through their taxes but the British government used the funds not just to defend the frontiers of India, but also to fight wars elsewhere in the British Empire. As far as the British government was concerned, it was excellent value for money as it did not cost the British taxpayer anything.

2.5 Muslims, Sikhs, and Gurkhas fought in their thousands for the British Indian army. The pay was good and if you liked a life of risk and adventure, it was much better than the life of most people in South Asia.

2.6 Activity: It would be useful for teachers to individually research the topics in order to better help and guide their students.

Chapter 11 **Europe in Turmoil: 1914–45**

- The big story is how Europe, which prided itself how civilized and how industrially and technologically advanced it was, managed to damage itself deeply by a most destructive war which lasted four years and, just twenty years later, fought an even more destructive one, lasting for six years and leaving the whole continent, even the victors, in destruction and chaos.

Within this big story there are thousands of smaller ones because so many things happened in these thirty-one years—many tragic and heart-breaking, some heroic and heart-warming. For the teacher the challenge is to tell some of the smaller, fascinating stories while ensuring that the major theme does not get obscured.

Explain how in these years nationalism was at its most destructive. A major cause of World War I was the Germans' desire for a more impressive role in European and world affairs, and the determination of France and Russia, with Britain's support, to restrain them. People on the whole were very patriotic. Dying for king and country was a fine thing to do, whatever the motives of your country, and this nationalism and readiness to fight were combined with an extraordinary ignorance about the outcome of the fighting. Everyone from the generals down thought it would be a short sharp war achieved by the rapid advance of the best-positioned, well-armed and disciplined force. The war broke out at the end of August and it was expected to be over by Christmas. The trenches, barbed wire, and machine guns were not predicted since Europe had not seen a major war since 1815, but it was known that the American Civil War in the 1860s had a high casualty rate and colonial wars had shown what the new machine guns could do.

Almost all European nations, except Hitler's Germany, had learnt from the mistakes of World War I. Just how this failed artist managed to become a dictator and lead Germany into a major war is one of the most difficult questions of modern history. Literally thousands of books have been written on Hitler and more keep on appearing.

There is a consensus that Hitler was an extreme nationalist and racist. A cunning politician and a spellbinding orator, among his followers he

inspired exceptional loyalty. However, a significant number of sensible well-educated Germans, frightened for the future after the defeat in World War I and the humiliating Treaty of Versailles, lost confidence in more conventional leadership and voted Hitler into power. The economic situation was poor immediately after the war and spiralled down into the Wall Street Crash in 1929, hitting Germany especially hard. So in 1933, many angry, frightened and confused Germans looked for someone new who seemed strong and could see where national salvation lay. That famous Nazi poster 'Our Last Hope' was a brilliant piece of election campaigning.

Hitler was not only dangerous because of his extreme beliefs but because he was a gambler, ready to take enormous risks. From 1939 to 1941 he gambled and won, thereafter he continued gambling and lost ever more heavily, believing almost to the end that his luck would turn. The more he gambled, the greater the carnage.

- ▶ 28 June 1914: the assassination of Archduke Ferdinand. The event, though seeming to involve just Serbia and Austria, was the spark which ignited the whole of Europe.
- ▶ 1917: Russia leaves the war and the USA joins in. With Russia gone from the Allies, the Central Powers looked set for victory. Once the USA joined the Allies, the Central Powers faced defeat, as long as Britain and France could withstand the last onslaught of the Germans till US troops arrived. They did just that and the war was won.
- ▶ 1940: the Battle of Britain, World War II. Most of Europe had fallen to the formidable German forces. Britain fought on alone, with apparently no chance of victory. If Britain had fallen, Hitler could have concentrated all his forces on Russia. However, the British air force outfought the Germans and Hitler had to call off his invasion plans. It was the first defeat Hitler had suffered and gave hope to the rest of the free world.
- ▶ 1942: The Battle of Midway Island—the turning point of the Pacific War. Previously the Japanese had been advancing rapidly south and east. After Midway, they were retreating back to their homeland.
- ▶ 1942–3: the Battle of Stalingrad—the turning point of the European war and Hitler's greatest defeat. The German armies had been driving hard towards the Caucasus oilfield. Not only were they halted at Stalingrad, but lost a whole army trying to capture it. Thereafter, the German armies were retreating.

P Have your pupils research Churchill's leadership in 1940, from the fall of France through the summer of 1940. Then organize a debate as if in Churchill's cabinet about whether Britain should start negotiating peace terms with Hitler or go on fighting. In fact such a debate did take place with many important politicians arguing that there was no point in fighting any further and that Britain should make the best terms possible with Hitler.

Answers to the questions on Chapter 11, Timeline 3

1. The assassination of the Austrian Archduke and his wife at Sarajevo led to World War I because Serbia, supported by Russia and France, was against Austria which had the support of Germany. Later, Britain also joined France and Russia and declared war on Germany.
2. This question leads to a debate on General Haig's decision to keep sending more men to their death. As we see it today, he was not a hero because his achievement was negligible and at a very high cost in human lives.
3. Russia made peace with Germany, so giving Germany the freedom to shift large armies to reinforce those already fighting the British and French. However, the USA came in on the Allies' side and helped them defeat Germany and win the war.
4. Millions of men were killed; there was unbelievable destruction. Germany lost land in Europe to France, Poland, and Denmark, as well as its colonies. The Germans felt that they had been harshly treated at Versailles. They had agreed to make peace on the basis of a proposal known as the 100 Points of the President of the USA, Woodrow Wilson. They believed that many of these points were later ignored in the peace negotiations.
5. Hitler did not accept the Treaty of Versailles and wanted Germany to be a strong nation, capable of resisting and defeating countries that threatened it. He was an ardent nationalist who wanted his country to succeed at any cost. Above all, he wanted 'living space' for Germans in Eastern Europe and Russia. He had racist ideas that Russian Slavs should work for the racially superior Germans and at the bottom of

his racist league table were the gypsies, Jews, and all other non-Aryan people other than the Japanese. The latter had been granted honorary Aryan status by Hitler!

6. The British fought bravely against heavy odds and through sheer determination and courage, defeated the Germans in the Battle of Britain in 1940.
7. At the Battle of Midway Island, the Americans comprehensively defeated the Japanese; at Stalingrad, the Russians did the same to the Germans. These battles were turning points in their theatres of war. After this, both the Japanese and Germans were retreating.
8. Germany lost the war because Hitler insanely believed that he could fight Russia, the British Empire, and the USA simultaneously. As long as the anti-Nazi alliance held together, the Nazis were doomed. Hitler's earlier success made him overconfident and he took foolish risks.

Answers to the questions on Chapter 11 in the Workbook

- 1.1 Assess the maps using the criteria of accuracy and clarity.
- 2.1 Getting events in the right order:

1916	the Battle of the Somme
1917	Bolshevik Revolution in Russia
1918	the end of World War I
1919	the Treaty of Versailles is signed
1929	Wall Street Crash
1933	Hitler comes to power in Germany
1941	Japan attacks the American naval base at Pearl Harbour
1943	the Russians defeat the Germans at Stalingrad
1945	the USA drops the atomic bomb on Hiroshima
- 3.1 a) Trenches were the deep lines dug to the height of a man so that soldiers with rifles and machine guns could defend their position without too much risk to themselves. Reinforced by barbed wire in front of them, trenches were very difficult for attackers to break through.

- b) Machine guns were light guns which fired bullets at a high speed, far faster than a rifle. They could also spray their bullets in a circular arc so catching many attackers in just a few seconds.
 - c) Barbed wire, i.e. wire with spikes on it, could be manufactured in immense lengths. It was stretched along the front of the trenches, line upon line, and was a major obstacle to attacking troops.
- 3.2 The casualties in World War I were high because the defences were so strong and the generals did not have any strategies to break through them. Consequently, troops charged against barbed wire, machine guns, and trenches and died, or were wounded in large numbers.
- 3.3 The personal tragedies of World War I immediately made families hate the enemy who had killed their loved ones. The mood at the end of World War I was for vengeance. More generally, World War I and its destructiveness reduced the confidence Europeans had in their civilization and their hopes for the future.
- 3.4 By the 'gang of wretched criminals', Hitler meant the politicians who had signed the Treaty of Versailles and those who had organized the revolutions at the end of the war, forcing the Kaiser and the generals to seek peace. Hitler was convinced that they were all Jews and Communists. He was deeply depressed at the end of the war. He thought traitors in Germany had stabbed the heroic German army in the back.
- 3.5 Hitler believed that Germans needed living space in Eastern Europe and Russia. This meant that a large area of western Russia would pass under the control of the German master-race. If any Russians remained there, they would be as servants to the German masters.
- 3.6 The Versailles Treaty placed limits on German power. If it were abolished, Germany could again threaten Europe. If Germany needed more land to house and feed the Germans that would have to come from a neighbour. This meant war. If Jews and other non-Germans could no longer be German citizens, what would happen to them?
- 3.7 In 1936 Hitler's armies reoccupied the Rhineland, though forbidden by the Versailles treaty. In 1938 his troops entered Austria, uniting

it with Germany, again forbidden by Versailles. In 1941 he invaded Russia seeking living space for Germans.

- 3.8 A racist believes that some races are superior to others. The point in the 1920 Programme of the German Workers' Party which prohibited anyone of non-German descent from being a German citizen was implicitly racist.
- 3.9 Activity: this requires prior research on part of the students about Nazi Germany and life for Germans and the 'non-Germans' in those times and the skilful use of propaganda to influence people.

Chapter 12 **American Capitalism and Russian Communism**

- The big story is the emergence of these economic systems, the failure of communism, and the success of capitalism.

To understand the difference between the fledgling economy of West Germany, after World War II, with the deprivations of East Germany and other countries across the Iron Curtain, a stimulating starting point might be to compare a Trabant motor car which was the car most frequently seen on the roads of Communist East Germany with a Volkswagen—the common car—or then a BMW or Mercedes on the West German roads on the other side of the Iron Curtain. That would be an example of the failure of communism to meet the aspirations of its citizens. (You can find out more about the Trabant from Wikipedia.)

Explain to pupils how widespread and popular communism once was. For most of the latter part of the 20th century, half the world was run by communist governments, notably the USSR and China. In other parts of the world, like France and Italy, communist parties had plenty of supporters. Where liberation movements were trying to overthrow colonial governments, as in South Africa, these movements often had communists among their leaders and looked to the USSR for support.

The communist ideas of Karl Marx were very attractive to poor people being bullied by the rich and powerful. He argued that it was in the nature of capitalism for the middle-class factory owners and the shareholders, who made profits from the factories, to hold down the wages of the workers so that they could get the highest profits. In a capitalist world, the rich would get richer, the poor poorer and a revolution—a communist revolution—must eventually take place, out of which a much better world would emerge. With the workers owning the means of production, wealth would be shared equally; the strong and healthy would care for the weak. Communist governments across the world would act in the interests of the workers and peace and harmony would reign. It was a noble vision, very attractive if you were working all hours of the day and night in unpleasant conditions for a miserable wage in the heavy industries of late-19th-century Russia, or a white-owned rubber plantation in Asia, or a mine in Africa.

For the first fifty years of Russian communism, the Russian economy and technology appeared to be outpacing American and European capitalist economies. It was not affected by the Great Depression. In World War II the weapons it produced, not least its tanks, were better than those of the Germans. Russian rockets put the first satellite and cosmonaut in orbit round the Earth, and Russians boasted that soon they would overtake the American economy and be the most powerful in the world.

However, their progress slowed down because early communism relied on idealists who were ready to sacrifice personal wealth and comfort to make this new society work and who believed that their leaders shared their hopes. Stalin's long reign of terror ended this idealism and his successors, who had got to the top by being good party members rather than high achievers, lacked vision and were often corrupt. To have just one governing party and one agreed approach to policy stifled debate and creative thinking. While Russian heavy industry and military power grew, the quality of life of ordinary people stagnated. Thanks to television, more and more ordinary people living under communist governments came to realize how much better life appeared to be in capitalist democracies. Consequently, in the late 1980s, when the first signs of reform came in Russia, such was popular anger against the governments that they were swept away in a few years of mass demonstrations.

In contrast, after World War II, liberal democratic capitalism went from strength to strength both in Europe and the USA, with most of the population enjoying standards of living their parents would only have dreamed of. As the new millennium began in 2000, there was hardly a government in the world that did not believe in the free market and private enterprise—even the Chinese, who still had a one-party communist government.

- ▶ October 1917: the Bolshevik Revolution in Russia
- ▶ 1928: Stalin becomes dictator in Russia
- ▶ 1929: the Wall Street Crash
- ▶ 1933: F. D. Roosevelt elected US president
- ▶ 1947–8: the Truman Doctrine and the Marshall Plan
- ▶ 1988–91: the collapse of communism in Russia and Eastern Europe

P Have your pupils research Stalin's propaganda and terror methods and discuss how dictators, however vicious, are usually able to stay in power for many years.

Answers to the questions on Chapter 12, Timeline 3

1. Capitalism: Adam Smith private property competition USA
Communism: Karl Marx public ownership equality Russia
2. The Wall Street Crash is the event when the New York Stock Exchange, the financial centre of the USA, collapsed as share prices plunged and investors suffered heavy losses. This led to economic depression and loss of jobs.
3. Stalin's policies led to the rapid industrialization of the USSR and the strengthening of its armed forces so they could defeat Germany in World War II. Stalin was so feared because he trusted no one and used his dictatorial powers to send anyone he suspected to their deaths.
4. a) The New Deal helped Americans regain their confidence after the shock of the Great Depression and enabled the economy to recover.
b) The Bolshevik Revolution of 1917 brought a Communist government to power in Russia. Russian communism and American capitalism were two very different ways of organizing society and the world was divided by these systems based on opposite philosophies.
5. a) Cold War means the state of enmity and suspicion which existed between the USA and USSR after World War II, though it never quite led to a real or 'hot' war.
b) The Iron Curtain is the barrier of barbed wire, mines, watchtowers, and the concrete wall (in Berlin) which divided the communist east from the capitalist west.
c) 'Glasnost' is the new philosophy of 'openness' which Premier Gorbachev began in Russia to encourage genuine discussion about reform and the way ahead for the USSR.

6. Harry Truman was President of the USA (1945–53); his doctrine stated that the USA would aid any nation struggling against communism. Leonid Brezhnev was the Russian political leader (1964–82); the Brezhnev Doctrine offered Russian aid to any nation struggling against American interference.
7. As a result of the Cuban crisis in 1962, the Russians agreed to withdraw their navy from its advance across the Atlantic. The USA also agreed, secretly, to remove its bases closest to the USSR in Turkey. After this crisis, the Americans and Russians agreed on a system to keep enough communications open to prevent such a dangerous and threatening situation from arising again.
8. The New Deal began the rise of the USA out of the Great Depression. World War II accelerated America's economic recovery and the nation emerged from the war as the most powerful nation in the world. During the Cold War the USA and USSR competed for the support of the rest of the world. By 2000 Russia's economic might had dwindled.

Answers to the questions on Chapter 12 in Workbook 3

1.1 Answers to the crossword:

- Across: 1 = Castro, 3 = Cold War, 5 = Marx, 8 = Bolshevik,
10 = Truman, 11 = Lenin, 12 = Ford
- Down: 1 = Cuba, 2 = Roosevelt, 4 = Rasputin, 6 = Gorbachev,
7 = Depression, 9 = Kennedy

2.1 Getting events in the right order:

- | | |
|---------|--|
| 1924 | death of Lenin, Russia's first communist leader |
| 1924–53 | years of Stalin's dictatorship |
| 1929 | Wall Street Crash leading to economic depression |
| 1933 | Roosevelt becomes the US President |
| 1956 | Russian tanks crush revolt in Hungary |
| 1961 | Berlin Wall built to stop communists fleeing to the West |
| 1962 | the USA and USSR nearly come to war over Cuba |
| 1963 | John Kennedy assassinated |
| 1989–91 | end of the Cold War; freedom for communist states |

- 3.1 Stalin forced peasants to join his collective farms by surrounding villages with machine guns and threatening the inhabitants with death. He got his enemies to confess to unbelievable crimes by threatening to kill their loved ones.
- 3.2 The evidence is believable as the witness was a keen communist and was shocked by what he had seen with his own eyes. It explains how Stalin was able to make peasants work on his unpopular collective farms.
- 3.3 Stalin forcibly relocated people to use them for labour in harsh places, and also as a punishment for those he suspected had collaborated with Germany during World War II. Deported people were carried away in cattle trucks and made to live and work in appalling conditions, resulting in many deaths.
- 3.4 The two sources tell us that Stalin used terror frequently to get his way, whether it was to make his collective farms work or to get his enemies on trial to confess their guilt. Whatever Stalin's achievements, his use of terror marks him out as one of the most unpleasant rulers in history. He was responsible for the deaths of more Russians than Russia's greatest enemy Hitler.
- 3.6 Roosevelt was referring to the Great Depression and the economic collapse of the USA. The depressing economic situation in 1933, with unemployment, debts, and poverty, was the reality that the American leaders and people had to accept and overcome.
- 3.7 By these words Roosevelt meant that the American people must have faith and confidence in themselves that the problems they faced could be solved through effort, hard work, and cooperation.
- 3.8 Through the New Deal, Roosevelt helped pull America out of recession and revive the economy. He created schemes to provide jobs for people, used the facilities of the government to help them, and restored their confidence for a better future.

Chapter 13 **China and Japan: 1900–2000**

The two big stories are about:

- the fall and rise of China
- the interlinked rise, fall, and rise again of Japan

A vivid starting point might be the Japanese capture of Nanjing in 1937. It was a low point for the Chinese and an example of the ruthlessness with which the Japanese then were expanding their empire in the Far East.

The first half of the 20th century was a bad time for the Chinese. Their traditional imperial government had no answers to the aggression against them by the European imperial powers and by Japan. The revolution which abolished the imperial government was not strong enough to carry out substantial reforms, and internal disorder led to full-scale civil war between the Nationalists and the Communists. The misery caused by that internal struggle was exacerbated by the Japanese conquests and by the wider conflict of World War II.

Then Mao Zedong and his Communist Party won control of the country and it seemed that a new powerful dynasty was in place. Only slowly is the historical truth emerging about Mao, the Long March, how the Communists won power, and how he governed China. Much of what the Chinese government let the world know was strictly controlled propaganda. What we do know is that the country was unified and has grown, first slowly and then rapidly, richer. What we do not know is how much suffering accompanied the achievement of that one-party imposed unity and how much unrest there has been, concealed by the propaganda.

An interesting study too is how the Chinese governments present their 20th-century histories, what they include and what they leave out.

About Japan, explain how a government dominated by the military came to rule Japan between the wars and embarked on a policy of conquest, defying first the League of Nations and then taking on the might of America. The attack on Pearl Harbour was one of the greatest miscalculations in history. Explain the state of mind of the Japanese military, their overconfidence in their undeniably impressive navy and air force, and their fatal underestimation of the mood and latent strength of America.

Explain too why the Japanese continued fighting when the war was clearly lost, and why Truman decided to use the atomic bomb—another of the most momentous decisions of the 20th century.

Less exciting, but in many ways just as important historically, is the remarkable expansion of Japanese industry after World War II. You might take Toyota or Sony as case studies and show how they became worldwide brands.

- ▶ 1931: Japan invades Manchuria
- ▶ 1934: the Chinese communists' Long March
- ▶ 1937: Japan invades China
- ▶ 1949: the Communists win the Chinese Civil War

P Provide your pupils with appropriate information about how the Chinese communist government managed its economic take-off to become the most dynamic economy in the world between 2000 and 2007. Discuss with the pupils when this economic growth began and why the Chinese communists have been much more successful with their economic policies than their Russian communist colleagues.

Answers to the questions on Chapter 13, Timeline 3

1. The end of the Qing Empire, the Long March, the Japanese attack on Pearl Harbour, the communist victory over the Nationalists, the Great Leap Forward, the Great Cultural Revolution.
2.
 - a) Cixi was the Empress of China who died in 1908. She opposed all change for much of her reign, attempting some reforms when it was too late.
 - b) Sun Yat-sen was China's first President.
 - c) Chiang Kai-shek was leader of the Chinese Nationalist Party.
 - d) Mao Zedong was leader of the Chinese Communist Party, who eventually defeated the Nationalists in a civil war.
 - e) Deng Xiaoping was the Chinese communist leader from 1976 to 1997 who encouraged reform and growth in the Chinese industry and economy.
3. The Japanese conquered much of the Chinese coastlands in the 1930s. The city of Nanjing suffered particularly badly in 1937–8. The

Japanese despised the Chinese and treated them very harshly during their occupation of China and in World War II.

4. The Japanese attacked Pearl Harbour because the Americans were blocking their oil supplies and opposed their expansion in the Far East. The Japanese government believed that by a surprise attack on the Pearl Harbour naval base, and by wiping out the main American Pacific fleet, they would forcibly prevent America's opposition to Japanese expansion in the Far East.
5.
 - a) The Japanese invasion of Manchuria set Japan on a path of conquest and cruelty which would end in national disaster, with the atomic bombs falling on Hiroshima and Nagasaki and total surrender to the USA.
 - b) The communist victory over the Nationalists in 1949 put the Communist Party in charge of the world's largest nation, where they have stayed in charge ever since.

Answers to the questions on Chapter 13 in the Workbook

1.1 Crossword answers:

Across: 1 = Manchuria, 6 = Qing, 9 = Kuomintang, 10 = Cixi

Down: 2 = Nagasaki, 3 = Mao Zedong, 4 = Red, 5 = Hirohito,
7 = Japan, 8 = Taiwan

2. Getting events in the right order:

1911	the end of the Qing Dynasty
1931	the Japanese invade Manchuria
1934	the start of the communist 'Long March' to Yanan
1945	Hirohito announces the end of Japan's participation in World War II
1949	Communists defeat the Juomintang and take control of China
1976	death of Mao Zedong

- 3.1 Japanese forces had been driven back from almost all the areas they had conquered. The Japanese mainland was being heavily bombed. Germany had surrendered four months previously. Although their

situation was hopeless, the Japanese forces went on fighting. It was not in their code of honour to surrender. However, the emperor and some of his senior advisers believed that they now had little choice but to surrender.

- 3.2 President Truman decided that the atomic bomb, the most destructive weapon ever invented, should be dropped on Hiroshima even though he knew that many innocent women and children would be killed. He gave the order because he thought that too many Americans had already died in a war which the Japanese were needlessly prolonging.
- 3.3 The two 'distinct slaps' felt by the plane were the shock waves created by the bomb, and the crew wore dark glasses because the light from the bomb blast was so bright.
- 3.4
 - a) Vaporized means being turned to vapour or dust by the blast from the atomic bomb.
 - b) Radiation is the effect of the rays produced by the blast from the atomic bomb and from the dust it created. These rays were dangerous, killing some victims and burning many others.
- 3.5 The atom bomb was different because of its killing power and the illnesses caused by radiation. Following World War II, the nations of the world have acquired enough nuclear weapons to end human life on Earth.
- 3.6 The invention of nuclear weapons has made many people and nations less ready to risk major wars. If a nation has nuclear weapons, it is less likely to be attacked. However, though Russia and the USA have reduced the numbers of nuclear weapons they possess, other nations such as India, Pakistan, Israel, and North Korea have joined and are joining the so-called 'nuclear club'. Thus the number of nuclear weapons in the world is increasing and with that increases the danger of a nuclear war sometime, somewhere.

Chapter 14 **The End of European Empires**

- The main story is the collapse of European empires, for the most part a swift and thorough process, how it happened and why.

A good starting point is the British surrender of Singapore to the Japanese in 1942. This was a powerful symbolic moment. Britain was the greatest imperial power by a wide margin. Its empire was held together by trade and sea power, and Singapore was its most important naval base in the Far East. If one Asiatic power like the Japanese could defeat the British, the Indonesian and Vietnamese nationalists believed that they could similarly defeat the Dutch and the French. Once the war was over, they did.

Much of imperialism in the early 20th century was a matter of confidence. The Europeans had confidence in their right to rule and, though they were in a small minority in the countries they ruled, most of them believed that they could continue their empires for many years to come. Before World War II they usually had an army and police on whom they could depend, while the nationalist leaders, who wanted to see them gone, seldom had any military forces at their disposal.

After World War II, the situation almost everywhere had changed significantly. The war had undermined the confidence of imperial nations like Britain, France, and the Netherlands. There was so much reconstruction to be done at home that most of the population were uninterested in colonial affairs. Of the superpowers of the Cold War, the USSR was hostile to European empires and actively assisted liberation movements. So too did Communist China. The post-war, anti-colonial leaders like Ho Chi Minh in Vietnam and Sukarno in Indonesia had money and weapons to use against their European rulers. As for the Americans, they too disapproved of the European empires. They could not see how, if World War II had been fought for democracy and freedom, victorious allies like Britain and France could wish to re-impose unelected and mainly white governments on Asian and African countries. Their preference was to support Asian governments of which they approved, like the anti-communists in Vietnam or Korea.

Explain that where resistance to anti-colonialism was strongest, it was usually because there was a significant white settler population who had come to live, usually to farm, in the colony and regarded it as home. The non-native settler populations of Algeria, Rhodesia/Zimbabwe, and South Africa fought for years and in South Africa's case more than thirty years, to prevent the non-European majority from forming a government.

- ▶ 1942: the British naval base of Singapore fell to the Japanese, showing that the British could be defeated by Asians.
- ▶ 1954: the Battle of Dien Bien Phu. The fall of this French stronghold in Vietnam to the Vietminh was the turning point of the war, leading to a Vietnamese victory and then to a longer, harder but eventually victorious war against the USA.
- ▶ 1948: demonstrations in Accra led to the British government freeing Nkrumah, the anti-colonial leader, from prison. From then on, Nkrumah's influence increased and he successfully won independence for Ghana.
- ▶ 1948: the White Nationalist Party won power in South Africa and imposed its 'apartheid' policies of racial separation. It was to stay in power with its policies in force for more than forty years.
- ▶ 1976: schoolchildren rioted in the Soweto Township in South Africa. These widespread and long drawn out riots were the beginning of the end of White South Africa. Increasingly, White South Africa realized that it was out of step with the rest of the world, that internal unrest was growing and getting stronger, and it had to negotiate with the African National Congress (ANC).

P Focus on the role of the media in forming public opinion. Have your pupils research the US television coverage of the Vietnam war and its effects on American opinion. Discuss its effects and how governments nowadays try to control images of war, for example, the Iraq war.

Answers to the questions on Chapter 14, Timeline 3

1. British Singapore fell to the Japanese. It showed Asians could defeat Europeans who were exhausted and losing confidence in their imperial missions. This signalled the end of European imperialism.
2. There was a rise in nationalist movements throughout the European empires in South-east Asia. Communists were helping some of the

nationalist movements. The USA also disapproved of non-democratic rule of the colonies by European powers, and helped freedom movements that did not support communism.

3. Sukarno was the leader of the Indonesian nationalists; he came from a noble family; he studied engineering but became an early nationalist leader; he was imprisoned by the Dutch; he eventually led the Indonesians to independence.
4. The Vietminh led by General Giap took the French by surprise, surrounded them with heavy guns and forced their surrender. This led to the end of the French and other European empires in South-east Asia.
5. The Vietnamese communists defeated the Americans by determined, patient guerrilla tactics, the support of the majority of the Vietnamese people, the support of Russia and China, and the increasing unpopularity of the war with American public opinion.
6.
 - a) African nationalism is the political movement which aimed for Africans to rule themselves and the end to European governments in Africa.
 - b) 'Apartheid' is the Afrikaans word for 'separateness' and is used to describe the policies of the White Nationalist government of South Africa which tried to sustain white rule by physically separating the races wherever possible, with the whites owning most land and businesses and the main role of non-whites being to serve the former.
 - c) The ANC in exile was the African National Congress, made up of ANC leaders who had fled from South Africa when the organization was banned by the South African government, and led by Oliver Tambo. It kept up opposition to the apartheid government and returned to South Africa in 1994 to become the new governing party of a democratic South Africa.
7. Nkrumah was the nationalist leader who became Ghana's first president. Mugabe led a guerrilla army against the white settlers in Rhodesia and became the first President of independent Zimbabwe. Verwoerd was the Prime Minister of White South Africa, who intensified apartheid policies in the early 1960s. Nelson Mandela was

the ANC leader imprisoned for twenty-seven years, who became the first President of democratic South Africa.

8. The Gold Coast demonstrations in 1948 led first to the arrest of Kwame Nkrumah and then Britain's decision to hold elections which were won by Nkrumah's party. He was subsequently released and asked to form a government. Ghana gained independence in 1957.
9.
 - a) The White Nationalists in South Africa were able to develop their apartheid policies.
 - b) The Soweto riots were the beginning of the end of apartheid in South Africa.

Answers to the questions on Chapter 14 in the Workbook

1.1 Assess the map labelling for accuracy and clarity.

2.1 Getting events in the right order:

1954	Vietnamese communists defeat the French at Dien Bien Phu
1956	Treaty of Rome signed by major European countries
1957	Ghana wins its independence from Britain
1962	Algeria wins its independence from France
1976	Soweto riots against the white government in South Africa
1990	Mandela is released after 27 years in prison
1994	Mandela becomes President of South Africa

3.1 Apartheid was the White Nationalist government's policies of separating the races of South Africa. The Reserves were the small areas in the countryside, less than 10% of South Africa, where blacks were allowed to run their own affairs.

3.2 These policies were racist because they aimed to ensure a better life for the whites at the expense of the blacks. They were undemocratic because the blacks had no vote in national elections and their political parties were banned.

3.3 Mandela belonged to the ANC.

- 3.4 He and his party had turned to violence as years of peaceful protest had changed nothing.
- 3.5 He wanted the freedom and equality for all South Africans, which would be normal in a liberal democratic society.
- 3.6 They had expected to be sentenced to death; instead they were sentenced to life imprisonment.
- 3.7 The disaster he was referring to was the long years of apartheid which had caused much suffering to millions of South Africa's black people.
- 3.8 While Mandela was in prison, the ANC in exile and its many friends campaigned for the end of apartheid. In South Africa, especially after the Soweto Riots of 1976, resistance steadily increased so that white business leaders realized that apartheid had no future. Despite being in prison, Mandela had grown more famous and was seen as the symbol of African resistance. Eventually, the Nationalist government decided to free him and negotiate power-sharing with the ANC. As a result of those discussions, the decision was made to hold a general election. This the ANC won easily and Mandela became president.
- 3.9 Mandela's inauguration as president was watched by such a huge number of people because apartheid had been such a dreadful system and he had opposed it with such determination. Mandela was charismatic, a remarkable personality, and a resistance fighter who had overcome a tyranny.

Chapter 15 **The Middle East: 1918–2003**

The first important story is the collapse of the Ottoman Empire in 1918 and the impact on the territories under its control, combined with four other important stories intertwining:

- the creation of the state of Israel and its consequences
- the discovery of the extensive oilfields of the Middle East and its consequences
- the continuous interest and interventions of the West, especially the USA and Britain
- the growth of Islamic fundamentalism in the 20th century and its worldwide effects

The closer we move towards the present, the harder the task of the history teacher becomes. This is partly because there are so many different sources as yet unassimilated by historical scholars that the accounts of recent events are either often tentative or someone's particular perspective as yet untested against other facts and interpretations. It is also because recent events have had such immediate effects about which different people may have strong conflicting views and which may affect the particular viewpoints of teachers and pupils.

The Middle East has been the centre of many of the most difficult issues which in the media are usually presented as straightforward conflicts: Arabs versus Israelis, Iraq versus Iran, traditional, mainstream Islam versus Islamic fundamentalism, and Islamic fundamentalism versus Western values. Intensifying the sense of sharp conflicts is the range of propaganda spread about these issues and always in the background are the Middle East oilfields which are vital to the economies of the West.

So history teachers need to be well informed and objective. The reason why history is such an important school subject is that it provides the knowledge which helps young people to understand the world in which they are growing up. It also provides the analytical skills in the handling of evidence to detect truth from falsehood and suspect prejudice and bias.

In explaining the subjects of these last four chapters, which may generate strong opinions, stress to the pupils that their first responsibility is to make sure that they understand accurately the facts about the main issues. Insist that they should have the main narratives correct and only when they are sure of their facts should they reach an opinion.

A lively starting point could be a news item about events in the Middle East and a discussion about how much of it is fact, how much opinion and what awareness the journalist has of the history relevant to the article.

- ▶ 1908: oil discovered in Persia (Iran)
- ▶ 1917: the Balfour Declaration
- ▶ 1973-2001: the spread of violence

P A project to help pupils to grasp the extent and diversity of the changes in the Middle East since the end of the Ottoman Empire. Divide the pupils into groups to research these great cities of Islam during the 20th century: Damascus, Jerusalem, Makkah, Cairo, and Baghdad. Take each of these years 1900, 1920, 1940, 1960, 1980, 2000: whose government controlled the city in that year and with whom was it allied?

Answers to the questions on Chapter 15, Timeline 3

1. a) The term Caliphate indicates the rule over all Muslims by the ruler who held the title Caliph, the last of whom was the Sultan of the Ottoman Empire; hence the term Turkish Caliphate.
- b) Zionism is the name of the Jewish movement begun in Europe, with the aim to create a Jewish national home in Palestine. This movement had the support of Jews in the USA and also UK. Traditionally, Zion was the ancient land of the Hebrews with Jerusalem as its capital.
- c) Mandates were the authority given to nations like Britain and France to rule over particular territories as long as they were preparing these regions for independence. For example, in the fragmented lands of the Ottoman Empire post-1918, France had the mandate for Syria, Britain for Iraq.

2. The Balfour declaration of 1917 stated that Britain would support the Zionists' aim of creating a national home in Palestine. At the same time the British were promising the Arab leaders that they would control territories inhabited by Arabs once the Ottoman Empire was defeated and this, in the Arab view, also included Palestine.
3. Jerusalem was the cause of many serious disputes because it was sacred to three major religions—Judaism, Christianity, and Islam.
4. Oil was first discovered in Persia/Iran in 1908. It was an important discovery in that it led to further exploration of huge oil reserves in the Middle East when the industrial world was becoming more and more dependent on oil. Consequently, Europe and the USA became more interested in the Middle East than in previous years, in a bid to control this precious resource.
5. Intifada is the name given to the Palestinian uprising against the Israeli authorities who had taken over and ruled Arab lands. Beginning as a civil disobedience movement, followed by stone-throwing, it escalated into violence against Israeli excesses.
6. There were four wars, all won by Israel, which extended its lands.
7.
 - a) Sayyid Qutb was an Egyptian schoolteacher and an influential Islamic fundamentalist, who was arrested, tried and executed during the government of Gamal Abdel Nasser.
 - b) Mohammad Reza Shah was the Iranian monarch (1941–79) who ruled Iran until deposed and driven into exile by Ayatollah Khomeini in 1979. He had the support of the USA and the West when Mossadegh had nationalized the oil industry, and this backing continued for some years.
8.
 - a) The creation of the state of Israel led to the displacement of hundreds of thousands of Palestinians, who considered that Israel had no right to exist. In this view they were supported by most of the states of the Middle East who have tried, albeit unsuccessfully since Israel is backed by the USA, to restore the Palestinians to their land. Israel has acquired nuclear weapons and other Middle East states may soon do so. The creation of Israel at the cost of

the Palestinians and Arabs, plus the oil in the Middle East, has made the region one of the most important and dangerous in the world.

- b) The appearance of Islamic fundamentalism, partly as a reaction to the problems faced by Muslims under occupation, has threatened the security of the Middle East as well as across the world. The USA, and Britain, after the destruction of the Twin Towers in New York in September 2001, have declared war on international terror.

Answers to the questions on Chapter 15 in the Workbook

1.1 Assess the maps for accuracy and clarity.

2. Getting events in the right order:

1908	first oil discovery in the Middle East
1917	Balfour Declaration in favour of a Jewish state in Palestine
1922–4	break-up and end of the Ottoman Empire
1948	creation of the state of Israel
1956	Egypt's President Nasser nationalizes the Suez Canal
1979	Ayatollah Khomeini overthrows the Shah's government in Iran
1993	signing of the Oslo Accord

3.1 In 1915 the British were supporting the Arabs to expel the Turks from their lands. The Ottoman Turks were fighting on the side of the Germans.

3.2 Arab support was very useful to the British in their attacks on the Ottoman Empire. The Arabs linked effectively with the British officer and adventurer T.E. Lawrence and drove the Turks out of most of Arabia.

3.3 Hussein believed that McMahon's letter meant that once the Turks were defeated, the British would grant independence to the Arabs. He had no doubt that Palestine would be included in these independent Arab lands.

- 3.4 Balfour was the British Foreign Secretary in 1917.
- 3.5 The war was going badly for Britain in 1917, with Russia's withdrawal as an ally and no progress on the Western Front.
- 3.6 The Zionist Federation was a Jewish organization wishing to establish a national home for the Jews in Palestine. Balfour was keen to gain its support because many of its members were rich and influential, in America as well as in Europe, and Britain was desperate for American support in the war against Germany.
- 3.7 The last clause of the declaration can be rewritten as: The Zionist Federation must clearly understand that the establishment of this national home should do nothing to harm the lives of non-Jewish people already living in Palestine.
- 3.8 The Zionist Federation would have expected that, once the British had defeated the Turks, negotiations should begin about how to create the Jewish homeland in Palestine.
- 3.9 Hussein and other Arab leaders would have thought that the British were two-faced and had gone back on their 1915 agreement. It simply was not possible, whatever the Balfour Declaration might say, for the Zionists to create a national homeland in Palestine without harming the civil and religious rights of the existing Palestinians.

Chapter 16 **India and Pakistan—Freedom Movements: 1914–1939**

The two principal stories are:

- the growing demand for the independence of the subcontinent from British rule
- the increasing distrust between the Muslim League and the Indian National Congress which caused the Muslim League to campaign for an independent Pakistan, separate from India

As far as British policy towards the nationalists was concerned, generally the British government made too few concessions too late. If after World War I Britain had shown a whole-hearted commitment to sharing power with educated Indians and granted them increased voting rights, the demands of the nationalists might have lessened; but instead in 1919 they had the shock of the Amritsar Massacre. Congress soon committed itself to complete independence and, in the face of the non-violent campaigning of Gandhi, Britain found its authority steadily undermined.

Jinnah's career throws interesting light on Muslim-Hindu relations. As a young man he was a respected member of Congress and was confident that Muslims and Hindus could work together to achieve a single unified India. He played an active part in gaining the agreement of both the Muslim League and Congress to the Lucknow Pact. However, he soon became uneasy about Gandhi's policies and style. He believed that Gandhi's simple clothing and his emphasis on spinning by hand, living in poverty and fasting appealed mainly to Hindus and that he was not doing enough to reassure Muslims. Jinnah left Congress and joined the Muslim League in the 1920s. However, even though he was disappointed in the Nehru Report of 1928 and its failure to contemplate separate electorates for Muslims, he still believed in a united independent India and was not initially persuaded by Allama Iqbal's call for Two Nations. It was after 1937 and the misuse of the powers Congress had won in the provincial elections that he finally committed himself to the idea of two separate nations. Once he had made up his mind, he concentrated on the creation of a new Pakistan.

► 1919: the Amritsar Massacre. This was an unnecessary act of brutal violence against innocent Indians, which turned Indian opinion strongly against continuing British rule.

- ▶ 1928: Motilal Nehru's Report. This recommended full independence for India but without safeguards for the Muslim minority and encouraged the Muslim League to think more about a separate nation for Muslims.
- ▶ 1935: the Government of India Act. This gave greater powers to the provincial governments where Indians were well represented but created greater suspicions among the Muslims against Hindus.

P The Quaid and the Two Nation ideal: pupils should research Jinnah's early years as a member of the Congress Party, his role in the creation of the Lucknow Pact, his attitude to Gandhi's policies in the 1920s, his reaction to the Nehru Report, his 14 Points, his disillusion and return to England in the 1930s, his return and events leading up to the Pakistan Resolution. Then lead a discussion which should end with pupils listing, in order of importance, the main causes for Jinnah's losing confidence in the idea of working with Gandhi and Nehru to create an independent India.

Answers to the questions on Chapter 16, Timeline 3

1.
 - a) Jinnah was a first-class lawyer, someone who had much experience in dealing with the British (he worked for some years in London), with Congress (he had been a member of Congress), and with the Muslim League. He was an excellent speaker and a skilful negotiator and commanded great respect for his determination and principled stand.
 - b) Gandhi was utterly determined and an excellent judge of the issues on which he and Congress could best challenge the British government. Unlike any of the other nationalist leaders, he was able to appeal to the whole Indian people, the poor and illiterate in particular. He lived the life of a holy man without losing his political shrewdness. Gandhi, more than anyone else, made the struggle for Indian independence a mass movement.
 - c) Jawaharlal Nehru was more like Jinnah, a clever lawyer who understood both the British and the Hindus. He came from a leading Congress family, had a good strategic grasp of the challenges Congress faced, and had the full confidence of Gandhi, who was ready for him to take the leading role as independence neared.
2. The Rowlatt Act gave the police new powers to act against the nationalist leaders, enabling them to be arrested and held without trial. Obviously, it was unpopular with the people.

3.
 - a) By the Lucknow Pact the Muslim League and Congress agreed to campaign together against the British; it was a symbol of Muslim-Hindu cooperation for freedom.
 - b) 'Satyagraha' means non-violent protest.
 - c) 'Swaraj' means self-rule or independence.
 - d) The Khilafat Movement, 1919–24, was in response to the events following the fall of the Ottoman Empire, when Britain signed the Treaty of Versailles and took away the holy cities of Makkah and Madina from the Turkish caliphate. The Ali brothers, Mohammad Ali and Shaukat Ali, began this movement which became quite popular with many Muslims in the subcontinent.
4. At Amritsar, General Dyer—in charge of British troops—ordered them to fire on an unarmed crowd, killing and wounding hundreds including women and children. This cruel act convinced most Indians that the British would go to all lengths to stay in power and that they must redouble their efforts to get rid of them.
5. The Nehru Report of 1928, written by the elder Nehru, argued that there should be no separate Muslim electorates in an independent India. This upset Jinnah and the Muslim League as they feared that there would be no safeguards for the Muslim minority, greatly outnumbered by Hindus.
6. The importance of Jinnah's Fourteen Points, put forward in 1929, was that they specified the demands of the Muslims of India, and became the basis for the Muslim League's future discussions with Congress.
7. The Two Nation theory was that once Britain left the subcontinent there would be two nations, Muslim Pakistan and Hindu India. Sir Syed Ahmed Khan was one of the earliest to realize that the Muslims would be at risk in an independent India, without the protection of the British. Dr Mohammad Iqbal first stated in public that this should be the aim of the Muslim League. Chaudhry Rehmat Ali thought up the name 'Pakistan'.
8. A federation is an organization of smaller states, with considerable autonomy, under the rule of a single national government. The USA is a federation. When the British government suggested it for India

in 1935, Congress opposed it as another British scheme to divide the opposition, while the Muslim League and the princes also opposed it because they thought the federal plan would give more power to the Hindu majority.

9. In the provincial elections of 1937 the Congress did well, but the Muslim League fared poorly. However, the Congress politicians used their new powers so badly that Muslims decided that they must get better organized to defend their rights.

Answers to the questions on Chapter 16 in the Workbook

1.1 Answers to the Crossword:

Across: 3 = Nehru, 5 = satyagraha, 6 = Iqbal, 8 = salt, 9 = Jinnah,
10 = Amritsar

Down: 1 = Mahatma, 2 = Dyer, 4 = Khilafat, 5 = swaraj,
7 = Gandhi

2.1 Getting events in the right order:

1916	Lucknow Pact to unite efforts of Muslim League and Congress
1929	Gandhi leads his protest against the British salt monopoly
1930	Iqbal demands a separate Muslim nation in South Asia
1933	Jinnah returns to India
1947	India and Pakistan win their independence from Britain
1948	the death of Jinnah

- 3.1 After the Rowlatt Act was passed, Punjab experienced mass demonstrations in which some Europeans were killed. British officials then banned political meetings.

- 3.2 General Dyer gave the crowd no time to leave before ordering his troops to open fire.

- 3.3 Dyer killed 379 people in all. He justified opening fire without giving the crowd a chance to leave peacefully because if that had happened

they would just have come back again another day, laughing at Dyer and the British. He believed he had to teach them a tough lesson or they would have thought him a fool.

- 3.4 This answer and the statement that it was not his job to help the seriously wounded to hospital shows that General Dyer was a cold, cruel military man concerned only about upholding the authority of the British government. The Indians needed to be taught a lesson and could get their own wounded to hospital.
- 3.5 a) Tagore, who had been honoured by King George V, returned that honour when he heard the news of Amritsar. The British were now the enemy.
- b) For his part, Motilal Nehru, who until then had been a great admirer of the British way of life, showed his anger by giving up his British-made suits and changing to Indian cotton clothes.
- 3.6 The Amritsar Massacre damaged British rule in India in a number of ways.

The meeting was a political demonstration against heavy-handed attempts by the British government to weaken the nationalist movement. Dyer killed nearly 400 people, who were not threatening him in any way, to show that British orders must be obeyed. It was a murderous act, totally unjustified by the events at the time. In his comments he expressed neither regrets nor any compassion for the dead and wounded. Most British newspapers praised his actions. The conclusion most Indians drew from the Amritsar Massacre was that the British were brutal and careless of Indian lives and that they must be driven out of India as soon as possible.

Chapter 17 **India and Pakistan—Towards Independence: 1940-47**

- The main story is of the rapid advance to independence once the Second World War ended.

Again this is a very controversial theme for both Pakistan and India where many people, some still alive, and their families suffered greatly in the communal violence of 1946 and 1947. So again it is important for teachers to concentrate on ensuring that pupils have an accurate grasp of the facts and to explain, as fairly as they can, why the participants in the crisis, whether Pakistani, Indian or British, acted as they did. For Pakistan, India has been the enemy for most of the last 60 years with whom there has been a permanent 'cold war' and sometimes 'hot' wars over Kashmir. It is virtually impossible for most Pakistanis and Indians to think objectively about each other but, of all people, history teachers must try.

There is a parallel with the British after World War II, when they thought about the two world wars and the immediate suffering caused to families and friends. That the wars had occurred, most Britons decided, was entirely the fault of the Germans who first allowed the aggressive Kaiser and his equally aggressive general to take Europe to war in 1914 and then, in 1933, voted into power evil personified in the shape of Hitler who then let loose chaos and destruction. The common view was that Germans were collectively guilty and should be collectively blamed. Only as time passed have historians been able to point out and persuade the public that it was not as simple as that. The outbreak of World War I was due to a variety of causes. The actions of other Great Powers made the Germans anxious and Britain's foreign policy may well have been fatally ambiguous. Hitler was undoubtedly a leader whose essential values were evil, but he was also a clever politician who pulled the wool over the eyes of many foreign leaders as well as most of the German people until it was too late. Between them Britain, France, and the USSR failed to agree on a foreign policy which could have restrained Hitler between 1933 and 1939, as a result of which he felt confident enough to go to war. Historians have also shown how the totalitarian character of Hitler's rule made it extremely difficult for ordinary Germans to know what was going on or to resist the Nazis. Those who had the courage to do so paid dearly for their resistance.

So explain to pupils the aims of each party in the Partition crisis. The British just wanted to leave. Stress in what bad shape they were immediately after the war, despite being on the winning side. Economically bankrupt because of the costs of the war, living on rationed food and having suffered in 1947 the coldest winter in living memory, they had little patience for the arguments between Congress and the Muslim League. Hence Attlee's initial 1948 deadline for agreement and then Mountbatten's even earlier one of August 1947. Nehru considered that partition was a tragedy, believing that the rights and welfare of religious minorities could be safeguarded in a united subcontinent by a secular constitution. Gandhi too thought it a tragedy and hoped by his personal example that he could overcome religious conflict. This attitude cost him his life as he was assassinated by a Hindu extremist. Jinnah knew that partition of the subcontinent must take place otherwise the Muslims would never be secure. For him the tragedy was how the Punjab was divided but, in the circumstances of August 1947, he could see no alternative to accepting the decisions of the Radcliffe Commission. As for Sir Cyril Radcliffe, flown in from London with only a few weeks to sort out the details of partition, with the complications of the Sikhs in the Punjab as well as the Muslims and the Hindus, he faced a tough challenge.

- ▶ 23 March 1940: the Pakistan Resolution. The Muslim League formally demanded the creation of a separate independent Muslim state. Despite their opposition to the idea, the British government and the Congress leaders now had to take the Two Nations idea seriously.
- ▶ 1944: the Gandhi-Jinnah talks. Gandhi tried but failed to talk Jinnah out of negotiating for a separate Pakistan. While Gandhi refused to accept the idea of partition, other Congress leaders began to realize that Jinnah and the Muslim League were absolutely determined and the subcontinent would have to be partitioned.
- ▶ February 1947; the Labour government decided that Britain could no longer govern India and would leave in 1948. Suddenly the independence process had begun and had to be completed swiftly.
- ▶ 1947–8: the Kashmir issue. Neither Pakistan nor India could agree to the status of Kashmir and went to war over it. This dispute remained unresolved and has embittered Pakistan-India relations.

P Family history: have your pupils talk to their parents and grandparents about their family experiences of independence and Partition, bad

things as well as the good ones. Much of their evidence will be personal recollections, sometimes passed down from one generation to the next, but some may be diaries or photos or newspaper cuttings.

Answers to the questions on Chapter 17, Timeline 3

1. The right order is: Start of World War II, Pakistan Resolution, Quit India campaign, Jinnah-Gandhi talks, Direct Action Day.
2. 22 December 1939 was the Day of Deliverance, celebrating the resignation of all the Congress representatives on the provincial councils in protest against British policies. Jinnah called it a day of deliverance because the mainly Hindu Congress politicians had been ruling badly and discriminating against Muslims.
3.
 - a) The British government was against partition as it believed that for social and economic reasons a single country would work best and that a federation could overcome the religious differences.
 - b) Gandhi and Nehru felt the same way. They were committed to a secular constitution which they believed would allow everyone to live and worship as they pleased.
4.
 - a) The Pakistan Resolution committed Jinnah and the Muslim League to the Two Nations theory.
 - b) In his talks with Jinnah, in 1944, Gandhi tried to talk him out of a separate homeland for Muslims, but he failed. After the talks, the question about Partition was not whether but how.
5. He was a British judge who had been given by the British government the task of deciding the frontiers of the partitioned subcontinent. He had to work fast because the British government wanted to end its responsibilities in India as quickly as it could. Jinnah believed that Radcliffe had been too sympathetic to the Hindus and Sikhs.
6. Following Partition, ordinary people affected by mob hysteria feared they would no longer be safe staying on in each other's territories. This resulted in mass panic, fear, and communal violence. Millions took to the roads and railways, aiming to reach the nation of their co-religionists, suffering greatly as they travelled. The only way this

bloodshed could have been avoided was for the British government, the Congress, and the Muslim League to ensure that the move to independence would take place at a slower pace with army and police carefully deployed to prevent violence. However, in 1947, none of the leaders were in the mood to delay.

7. a) The British decision of 1947 meant independence would come swiftly to South Asia after decades of unrest against British rule.
- b) Events in Kashmir in 1947 and 1948 led to war between India and Pakistan, which settled nothing and badly damaged relationships between the two nations.

Answers to the questions on Chapter 17 in the Workbook

1. The correct order is:

Germany, Congress, 1940, Pakistan Resolution, independent, 1942, Quit India, Gandhi, Attlee, Labour, Mountbatten, Partition, Radcliffe Commission, 1947, Kashmir

- 2.1 The word 'bluffing' means pretending that one favours a course of action but does not really mean it. The Congress leaders took so long to discuss partition with Jinnah because they did not believe that it made any sense, that he could not really be serious; and if he was serious, they would soon be able to talk him out of it, or, with British support, ignore it.
- 2.2 The Sikhs had an unhappy history at the hands of Aurangzeb, and later Sikh leaders had retaliated forcefully against the Muslims, which led to long-standing differences between the two communities. Partition worried so many people because in innumerable villages and towns Muslims lived alongside Sikhs and Hindus, ruled by Britain which allowed them all to worship as they wished. They feared that after Partition their way of life and worship might be threatened and harmed.
- 2.3 It was more a last resort for Congress and the British who opposed Partition until they became convinced that they could not change Jinnah's position. For Jinnah and the Muslim League, two separate

nations had been their formal explicit aim since 1940 and for many Muslim leaders it had been their aim since 1930.

- 2.4 Jinnah and the Muslim League would have preferred all Bengal and the Punjab and not the 'moth-eaten' bits which came with Partition. Nehru, Gandhi, and Congress would have preferred a united subcontinent with a secular constitution. Some Sikhs would have preferred an independent Sikh state, others a situation where all the Sikh holy places, like Amritsar and Lahore, were easily accessible to them.
- 2.5 The sources state that the Sikhs began the violence in August 1947, attacking Muslims, saying they were acting in revenge for previous attacks on them. Muslims responded with counter-attacks on Sikhs and Hindus. The British government did not stop the violence because the forces available to the British officials were too small and anyway they had to be divided up as some soldiers were Hindu, some Muslim, and some Sikh.

Chapter 18 Pakistan since 1947

There are three big stories that dominate Pakistan's history since 1947:

- the rising and falling of democratic governments
- Pakistan-India and the Kashmir problem
- Pakistan's changing position in a world of increasing tension

The closer one gets to the present, the harder the history teacher's task becomes. Because of the tensions in this region which have directly affected Pakistan too, the task of Pakistani history teachers is especially hard and their responsibility onerous.

In such a situation teachers have no alternative. Inside the classroom they should restrain from expressing opinion and first explain facts and then the points of view of major leaders as fairly as they can, however much individually they may disapprove or have their own views on how these actions have affected the development of Pakistan.

Another difficult task is to select from numerous themes and trends those which you think are most significant to the pupils, many of whom will be developing passionate opinions of their own. Since of all the subjects of the school curriculum, history most enables pupils to make sense of the world where they are growing up, the vital question is: what do they need to know and understand to make sense of contemporary Pakistan and its place in the world.

- ▶ 1958: General Ayub Khan seizes power
- ▶ 1970–71: the loss of East Pakistan
- ▶ 1971–7: the Bhutto years
- ▶ 1977–88: Pakistan under General Zia-ul-Haq's rule
- ▶ 1988–99: elected governments—Benazir Bhutto and Nawaz Sharif
- ▶ 2001: Musharraf allies Pakistan to the USA

P Getting to grips with democracy, its strengths and weaknesses: organize a debate in the context of 1977, with the proposition that 'The political situation was such that it was in the best interest of the nation that the military took over the government, removing the PPP from power.'

Answers to questions on Chapter 18, Timeline 3

1. Problems: distance between West and East Pakistan, old capitals had been in India, more senior army officers and civil servants stayed with India rather than joining Pakistan, unfair distribution of assets at Partition, big landowners had too much power, disputes with India over water, war over Kashmir. Students should justify their choice.
2. He believed that after three prime ministers in one year democracy was not working and too many politicians were corrupt. It put a major question mark over Pakistan's ability to sustain democracy.
3. In the election of 1970 the Awami League in East Pakistan won a huge majority, and more seats overall than the PPP in West Pakistan. The Awami League pushed first for more autonomy and then for full independence which, with the help of India, it gained and created the state of Bangladesh. In West Pakistan, Bhutto ruled first as president with the country under martial law and then, after the 1973 election, as prime minister.
4. The popularity Bhutto had enjoyed in 1970 faded away as a result of some of his actions. He could not deliver on his promises. The military action against Balochistan in 1973 led to many deaths; the land reforms and nationalization programmes proved ineffective and unsuccessful; personal rivalries weakened his party, the PPP. When general elections took place in 1977, there was widespread opposition to the results and eventually Bhutto was overthrown by the army.
5. With a Muslim-majority population, the state of Kashmir should have been part of Pakistan which wanted the Kashmiris to have a plebiscite to decide their future. India wished to retain Kashmir as a part of India mainly because of its strategic importance, and has refused to hold a plebiscite.
6. Both countries were working on nuclear weapons in the 1970s. India's first nuclear tests took place in 1974, and Pakistan's in 1998. The reason was to use nuclear arms as a deterrent for further conflict.
7. When Russia invaded Afghanistan, Pakistan supported the Muslim guerrillas, the mujahideen, who eventually drove the Russians out.
8. Following Pakistan's support of Afghans against the Russians, Musharraf continued to back the Taliban government which came to

power in Afghanistan. However, the Taliban supported the terrorist group which blew up the Twin Towers in New York in 2001. Under American pressure, Musharraf had to end his pro-Afghanistan policy and ally with the USA, a change which was very unpopular with many Pakistanis.

Answers to the Questions in the Workbook for Chapter 18

- 1.1 a) A: Iran; B: Afghanistan; C: Pakistan; D: India; E: China.
 b) F was East Pakistan in 1947; in 1971 it seceded and became an independent country, Bangladesh.
 c) G is the disputed territory of Kashmir, now under Indian rule.
 d) The first war over Kashmir was in 1948. Since 1950 there have been three more conflicts: the 1965 war, the battle for Siachen in 1987, and the Kargil episode in 1999.
 e) The tension between India and Pakistan over the tributaries of the River Indus took place because of India's attempts to control the waters of these rivers at the source, depriving Pakistan of its rightful share. Eventually, the problem was solved by the signing of the Indus Water Treaty, in 1960, under the supervision of the World Bank.

2.1 Matching events, dates, and personalities:

Prime Minister assassinated	1951	Liaquat Ali Khan
Martial Law imposed	1958	General Ayub Khan
Indus Water Treaty signed	1960	World Bank, Pakistan, India
Election result surprise	1970	Mujib-ur-Rehman's Awami League wins majority
Independent Bangladesh	1971	India helps Mukti Bahini against Pakistan
Simla Accord signed	1973	Zulfikar Ali Bhutto with Indira Gandhi
Bhutto government overthrown	1977	General Zia-ul-Haq
Mysterious plane crash	1988	Generals Zia-ul-Haq, Akhtar Rehman, US ambassador Arnold Raphel killed
Change of guard: a new government	1999	General Pervez Musharraf takes over

3.1 There will be a variety of answers to this question which requires pupils to understand the Quaid's ideals and relate them to events of the last six decades. Assess them on the clear relationship to the four particular issues on which they are required to focus and then on the quality of their arguments.