

Break your class into small groups and ask each group to write UN-style resolutions on international issues important to them such as terrorism, health care or the environment. The full text of Resolution 1514 may be found at this Web site: [www.hri.ca/uninfo/treaties/7.shtml](http://www.hri.ca/uninfo/treaties/7.shtml)

- Many African nations resisted European colonization and fought for their independence in the 19th and 20th centuries. Ask students to research and develop detailed timelines describing the issues and circumstances involved in these nationalist movements. Included in the timelines should be information on rebellions such as those led by Abd al Qadir in Algeria, Menelik II in Ethiopia, the Zulus in South Africa and Samori Ture in West Africa. As a follow-up, students may conduct a roundtable discussion portraying Africans and African leaders reflecting on their hopes, goals and strategies for freedom.
- The Middle East contains many places that carry strong religious and symbolic meaning for millions of people. Ask students to research sacred sites like the Wailing Wall, Temple Mount, Dome of the Rock, Mecca and Medina to get a sense of what these places represent for Muslims, Jews and Christians. Ask students to research the extent that disagreements over control of these religious sites has on continuing violence in the Middle East.
- In his youth, former Egyptian President Gamal Abdel Nasser was a revolutionary opposed to British rule in Egypt. He later sought to unify all Arabs, becoming known by many as the leader of the Third World. In 1956, Nasser took control of the Suez Canal, an important waterway linking the Red and Mediterranean Seas. Read with students Nasser's 1956 speech about the Suez Canal Crisis. Ask students to discuss the tone and substance of Nasser's message, and to evaluate his claim that the British feared Arab nationalism more than they feared Nasser himself. To what degree was Arab unity a threat to British interests in the region? The full text of Nasser's speech may be found at this Web site: [social.chass.ncsu.edu/khater/personal/gamal\\_abd\\_al-nasser's\\_speech\\_about\\_the\\_suez\\_canal.htm](http://social.chass.ncsu.edu/khater/personal/gamal_abd_al-nasser's_speech_about_the_suez_canal.htm)
- Break students into small groups and assign each group to research a modern issue pertaining to Africa that has roots in the continent's colonial past. Students should gather background information and review speeches and policy statements on issues such as land ownership and land-rights in Zimbabwe, the Rwandan genocide or war in the Democratic Republic of the Congo. Each group should summarize its issue and its colonial legacy in a newspaper article that can be distributed or read to the class.

### Suggested Internet Resources

Periodically, Internet Resources are updated on our Web site at [www.LibraryVideo.com](http://www.LibraryVideo.com)

- [www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005143](http://www.ushmm.org/wlc/en/index.php?lang=en&ModuleId=10005143)  
The United States Holocaust Memorial Museum's "Holocaust Learning Center" provides teachers and students with extensive information on the history of this tragedy.
- [www.fordham.edu/halsall/mod/1961nkrumah.html](http://www.fordham.edu/halsall/mod/1961nkrumah.html)  
Fordham University offers Kwame Nkrumah's 1961 "I Speak of Freedom" speech.
- [www.yale.edu/lawweb/avalon/mideast/israel.htm](http://www.yale.edu/lawweb/avalon/mideast/israel.htm)  
The Avalon Project at Yale Law School has the full text of Israel's 1948 Declaration of Independence.

### Suggested Print Resources

- Enwezor, Okwui. *The Short Century: Independence and Liberation Movements in Africa 1945-1994*. Prestel, New York, NY; 2001.
- Fuller, Alexandra. *Don't Let's Go to the Dogs Tonight*. Random House, New York, NY; 2001.
- Segev, Tom. *One Palestine, Complete: Jews and Arabs Under the British Mandate*. Metropolitan Books, New York, NY; 2000.

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#### TEACHER'S GUIDE

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#### TITLES

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- THE DECLINE OF THE BRITISH EMPIRE
- THE FALL OF THE BRITISH EMPIRE
- THE LEGACY OF THE BRITISH EMPIRE

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# THE BRITISH EMPIRE IN COLOR

## THE FALL OF THE BRITISH EMPIRE

### Grades 9 & up

This guide is a supplement designed for teachers to use when presenting programs in the video series, *The British Empire in Color*.

**Before Viewing:** Give students an introduction to the topic by relaying aspects of the program summary to them. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

**After Viewing:** Review the program and vocabulary, and use the follow-up activities to inspire continued discussion. Encourage students to research the topic further with the Internet and print resources provided.

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## Program Summary

Due to a series of national liberation movements following World War II, the British Empire continued to unravel around the world. Intense hostility from Zionist groups towards the British Empire's restrictive immigration policies helped force the British from Palestine, leading to the controversial creation of the state of Israel in 1948. Despite immediate and continuing strife with Arab neighbors, Israel became the salvation for thousands of European Jews seeking sanctuary following the horror of the Holocaust.

In Malaysia, British celebration surrounding the defeat of Japanese forces in 1945 soon devolved into a Cold War struggle with Communist guerrillas. Thousands of British troops fought for over nine years to quell the uprising and to reestablish control over the region's vital rubber industry. However, Malaysia was soon granted its independence, and the British Empire effectively ended in the Far East.

For a hundred years, the British Empire in Africa had attracted adventurers and settlers to its vast wilderness, and brought missionaries who desired to teach and heal Africa's "lost souls." Nationalist movements such as the Mau Mau uprising in Kenya fought against British influence and rule. By 1956, the Mau-Mau rebellion had been harshly suppressed, but the cry for independence continued throughout Africa. As the national consciousness of peoples throughout the world was awakened, Great Britain was left to come to terms with the end of its empire.

## Time Line

**1917** — The Balfour Declaration expresses British support for a Jewish state in Palestine.

**1939** — A British policy limiting Jewish immigration to Israel is determined.

**1945** — World War II ends.

**1946** — Jewish extremists bomb the King David Hotel in Palestine.

**1947** — The British government gives up its control of Palestine.

**1948** — The nation of Israel is created; on the day of its creation, a number of Arab countries attack.

**1948** — A guerrilla war between the Malaysian Communist Party and British forces starts.

**1952** — The Mau Mau uprising against British rule in Kenya begins.

**1953** — The Lari Massacre occurs.

**1956** — The Suez Crisis takes place.

**1957** — Malaysia becomes an independent state.

**1957** — Ghana celebrates its independence.

**1963** — Kenya achieves its independence from Great Britain.

## Vocabulary

**imperial** — Of, or related to, empire — the rule of one nation over its colonies or dependencies.

**World War II** — The second major war of the 20th century that involved the Allied Powers of England, France, the Soviet Union and the United States who fought against the Axis Powers of Germany, Japan and Italy.

**Malayan People's Anti-Japanese Army** — A guerrilla movement developed to fight the Japanese occupation of Malaysia during World War II.

**communist** — An adherent of an economic system called Communism in which private property is abolished and all goods are owned jointly.

**Cold War** — An intense hostile rivalry during the second half of the 20th century between Communist nations, particularly the Soviet Union, and the democratic nations of the world, led by the United States.

**guerrilla** — A person, not part of a regular military force, who engages in warfare.

**World War I** — The first major war of the 20th century that involved the Allied Powers, led by Great Britain, France and Russia, who fought the Central Powers, which included Germany and Austria-Hungary.

**League of Nations** — An organization of countries developed after World War I for the purpose of settling international disputes.

**Bedouin** — A nomadic Arab living in the deserts of Northern Africa and the Middle East.

**Wailing Wall** — A part of the western wall of the Second Temple in Jerusalem, which is an important religious site for Jews.

**Zionist** — A Jewish movement that fought to establish a Jewish homeland in Palestine.

**The Holocaust** — The Nazi program of killing European Jews during the Second World War.

**Haganah** — A military organization founded in 1920 to protect and support Jewish interests in Palestine.

**Stern Gang** — A radical Zionist organization that often used violence against forces in British-controlled Palestine. Also known as Lehi.

**United Nations (UN)** — A world political organization established in 1945.

**missionary** — A person who represents, and tries to persuade others to join, a particular religion, or does charitable work on behalf of a religious organization, usually in a foreign country.

**Kenya Africa Union** — A political organization led by Jomo Kenyatta that was active in the push for Kenya's independence.

**nationalism** — The belief of a political group fighting for national independence.

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**Mau Mau** — A secret society made up mostly of people from the Gikuyu tribe who fought against British control of Kenya.

**House of Commons** — The lower house of Parliament in the British and Canadian governments.

**Suez Canal** — A strategic waterway completed in 1869 that connects the Mediterranean and Red Seas.

## Pre-viewing Discussion

- When was World War II? What countries were involved? Ask students to share what they know about the Holocaust and the Nazi treatment of European Jews.
- Ask students to discuss how communism differs from a philosophy of individual ownership and free enterprise, and to offer opinions on the merits and downsides of each system.
- What is nationalism? Why would people within a given geographic area desire or fight for their national independence?

## Follow-up Discussion

- Palestine was placed under British control after the First World War by a League of Nations' Mandate. Why did the British decide to limit Jewish migration to Palestine in 1939? How did this policy affect European Jews during World War II? Discuss the response of Jewish groups like Haganah and the Stern Gang to Great Britain's restrictive immigration policy.
- Ask students to provide several reasons why the British sought to migrate to and exert their influence on Africa. Describe the Mau Mau reaction to the British presence in Kenya. Speculate about the effect the Mau Mau uprising might have had on other anti-colonial movements.
- Following the end of World War II, Great Britain engaged in a long and costly battle with communist rebels in Malaysia. Ask students to compare and contrast the goals and interests of a British rubber plantation owner in Malaysia with those of a Malaysian Communist Party member.

## Follow-up Activities

- Until the end of the First World War, the largely Western practice of colonizing "undeveloped" countries went mostly unchallenged. However, on December 14, 1960, the United Nations issued the historic Resolution 1514, a Declaration on the Granting of Independence to Colonial Countries and Peoples. Read the resolution with students and ask the class to summarize its main points, assess its definition of colonialism and describe its effects on developing countries. Based on your discussions, students may brainstorm their own definitions for colonialism.

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