

## **Decolonization and Ethnic Nationalism in Egypt**

**Lesson Aim:** To understand the history of decolonization and ethnic nationalism in Egypt.

**Audience/Grade:** AP World History or Global History and Geography (10<sup>th</sup> Grade)

**Time Frame:** 1 class period (40 minutes)

**Materials:** PowerPoint and handout

### **Lesson Background:**

This fits in with a broad look at decolonization and the similar patterns that have emerged elsewhere. In my AP World History class we compare decolonization in India, Kenya, Ghana and Turkey with Egypt and dialogue about the commonalities in terms of the history, the methods used to achieve independence, the leaders who emerged, the role these locales played post colonialism during the Cold War era, and the challenges faced post-independence. It also ties in with our study on ethnic nationalism and serves as comparative material for when we examine Turkey in the twentieth century. Furthermore, it ties in with our curriculum as we examine fundamentalist movements in modern times.

Some of the information used in this presentation is courtesy of Samuel Helfont.

### **AP World History College Board Framework Connections:**

Key Concept 6.2 – Global Conflicts and their Consequences

6.2.I – Europe dominated the global political order at the beginning of the twentieth century, but both land-based and transoceanic empires gave way to new forms of trans-regional political organization by the century's end.

6.2.I, B. – Some colonies negotiated their independence

6.2.I, C – Some colonies achieved independence through armed struggle

6.2.II – Emerging ideologies of anti-imperialism contributed to the dissolution of empires and restructuring of states.

6.2.II, A – Nationalist leaders in Asia and Africa challenged imperial rule.

6.2.II, B – Regional, religious, and ethnic movements challenged both colonial rule and inherited imperial boundaries.

6.2.II, C – Transnational movements sought to unite people across national boundaries.  
(ex. Pan-Arabism)

6.2.II, D – Movements to redistribute land and resources developed within states in Africa, Asia, and Latin America, sometimes advocating communism and socialism.

6.2.V – Although conflict dominated much of the twentieth century, many individuals and groups – including states – opposed this trend. Some individuals and groups, however, intensified the conflicts.

6.2.V, B. – Groups and individuals opposed and promoted alternatives to the existing economic, political and social orders (ex. The Non-Aligned Movement)

#### **Key Concept 6.3 – New Conceptualizations of Global Economy, Society and Culture**

6.3.II, C – In newly independent states after WWII, governments often took on a strong role in guiding economic life to promote development. (ex., Nasser’s promotion of economic development in Egypt).

6.3.IV, C – Believers developed new forms of spirituality and chose to emphasize particular aspects of practice within existing faiths and apply them to political issues. (ex. Fundamentalist movements).

#### **Global History Framework Connections:**

10.6 – Unresolved Global Conflict

10.6b – The Cold War was a period of confrontations and attempts at peaceful coexistence.

Students will examine the reasons countries such as Egypt and India chose nonalignment.

10.7 Decolonization and Nationalism

10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.

10.8 Tensions Between Traditional Cultures and Modernization

#### **New York State Standards:**

Standard 2 – World History

Standard 3 - Geography

Standard 4 - Economics

Standard 5 - Civics, Citizenship and Government

#### **Common Core Curriculum Standards:**

Reading 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Writing 1, 2, 4, 5, 9

#### **Objectives:**

- Students will be able to demonstrate reading comprehension.
- Students will be able to determine the main idea of primary source and secondary source documents.
- Students will be able to use critical thinking skills to argue a viewpoint.
- Students will be able to understand multiple perspectives.
- Students will be able to learn content about Egypt 1900 to the present.

- Students will be able to make comparisons to decolonization in India, Ghana, Kenya and Turkey.
- Students will be able to compare ethnic nationalism in Egypt to that in Turkey.
- Students will be able to understand how events of the past shape the world today.
- Students will be able to synthesize their knowledge into a short written piece.

### **Procedure:**

1. Distribute the handout to students and as a “do now” students would be asked to read two quotes and write down what they can infer about Egyptian society. Discuss answers.
2. The teacher will then lead the class through a chronological look at Egypt in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Students will fill in the missing information on their handout that corresponds with what is on the PowerPoint.
3. The students will then be asked to read an excerpt from the Anglo-Egyptian treaty and note whether or not independence was achieved for Egypt at this point. Discuss responses.
4. The teacher will then continue on with the lecture.
5. When discussing Nasser’s goals and policies, I would ask students to brainstorm what factors would prevent pan-Arabism. I would have them partner up to discuss and then share ideas with the class. Also, after the Aswan High Dam notes, I would then ask students if they thought Nasser’s economic policies were a success or a failure and why. (I did then include another slide that highlights both the pros and cons of the dam. That is an optional component).
6. The teacher will then continue on with the lecture.
7. Once the presentation is up to part VI – The Future, the teacher can play the NPR news story for the students. There is also the option of printing out the text of the story for students to follow along. Students will then be asked to summarize the situation in Egypt post-Mubarak.

### **Closure/Assessment:**

Students will be asked to write a summary paragraph using seven of the nine words given to them.

### **Extensions and Modifications:**

Extensions – could add having the students debate the impact of the Aswan High Dam. An idea is to have them research the pros and cons and either debate using the structured academic controversy model or the advocate-decision making technique. Another idea is to use the silent debate method.

Modifications – throughout the lesson when students are charged with analyzing a text and/or brainstorming, the teacher could use the think-pair-share strategy so that students can try on their own, bounce ideas off a peer, and then have more confidence when it comes time to share ideas. In addition, another modification entails giving the kids the text of the NPR story for those who have trouble listening and could benefit from following along with the text.

# Decolonization and Ethnic Nationalism in Egypt

## DO NOW:

Read these two passages. What can you infer about the Egyptian society based on these accounts?

*Andre Aciman describes his uncle as a “Turko-Italian-Anglophile-gentrified-fascist Jew who started his professional life peddling Turkish fezzes in Berlin and Vienna and was to end up the sole auctioneer of deposed King Farouk’s property.”*

*Lucette Lagnado on her father: “He began each day praying with fellow Jews. He did business with French Colonial merchants and Greek entrepreneurs. He gambled with wealthy Egyptians, including, on occasion, the king. [And he] socialized with British officers stationed in Cairo.”*

## I. Independence of Egypt?

- a. **World War I:** Britain had declared Egypt a \_\_\_\_\_ in 1914. During WWI, the defense of the Suez Canal was one of the top priorities for the British. Large contingents of Entente forces were stationed in Egypt and drained the area of vital food and supplies. This led to inflation, food shortages and \_\_\_\_\_.
- b. **Post WWI:** Educated nationalist elite were denied access to the \_\_\_\_\_ to discuss self-determination. Many Egyptian leaders resigned and called for mass demonstrations. Student led riots, national unrest, and the death of hundreds led the British to allow the creation of the \_\_\_\_\_, a nationalist movement.
- c. **British Withdrawal:** The British decided to prepare Egypt for eventual independence and began to leave in stages. Starting in 1922 and ending in 1936, the British withdrew from Egypt.

### **Declaration to Egypt by His Britannic Majesty's Government (February 28, 1922)**

*Whereas His Majesty's Government, in accordance with their declared intentions, desire forthwith to recognise Egypt as an independent sovereign State; and Whereas the relations between His Majesty's Government and Egypt are of vital interest to the British Empire; The following principles are hereby declared:*

1. *The British Protectorate over Egypt is terminated, and Egypt is declared to be an independent sovereign State.*
2. *So soon as the Government of His Highness shall pass an Act of Indemnity with application to all inhabitants of Egypt, martial law as proclaimed on the 2nd November, 1914, shall be withdrawn.*
3. *The following matters are absolutely reserved to the discretion of His Majesty's Government until such time as it may be possible by free discussion and friendly accommodation on both sides to conclude agreements in regard thereto between His Majesty's Government and the Government of Egypt:*
  - (a) *The security of the communications of the British Empire in Egypt;*
  - (b) *The defence of Egypt against all foreign aggression or interference, direct or indirect;*
  - (c) *The protection of foreign interests in Egypt and the protection of minorities;*
  - (d) *The Soudan. Pending the conclusion of such agreements, status quo in all these matters shall remain intact.*

Based on this passage from the Anglo-Egyptian Treaty of 1922, was independence achieved for Egypt? Explain your response with details.

The British preserved the \_\_\_\_\_ and reserved the right to reoccupy Egypt if threatened by a foreign power.

**d. New Government:** Elite leaders become very corrupt and take the opportunity to increase their own families' fortunes. They did not pass laws to help the majority of \_\_\_\_\_ or to create much needed public works.

**e. Results:** 40 years of nationalist rule led to the domination of elite who owned \_\_\_\_\_ of the cultivatable land. 98% of the people were illiterate. Malnutrition and poor health care was chronic.

## II. Weakening of the Khedival Regime

**a. \_\_\_\_\_:** Secret organization established in the Egyptian army in the 1930s. Wanted to conduct a revolution and replace the Khedival regime and eliminate British presence in the Suez Canal.

**b. \_\_\_\_\_ Brotherhood:** founded by Hassan al-Banna in 1928. Developed contempt for the wealthy Egyptian minority and Europeans. Committed to a revivalist approach to Islam, sweeping land reforms, creation of unions, hospitals and schools. Developed boycotts, strikes, militant youth groups and assassination squads. al-Banna was \_\_\_\_\_ by Khedive Farouk in 1949.

**c. Arab-Israeli War of 1948:** Egypt suffered a humiliating defeat to \_\_\_\_\_, declaring war on the newly named nation along with five other Arab nations. Another loss in a clash with the British in 1952 over their influence in the Suez Canal led to more discontent.

**d. Gamal Abdul Nasser:** Led an almost bloodless \_\_\_\_\_ and overthrew the corrupt Khedive Farouk.

## III. Gamal Abdel Nasser

**a. By 1954, Nasser disbanded all political parties and created a \_\_\_\_\_.**

**b. Used \_\_\_\_\_ policies to develop the nation.**

- i. Limited how much land an individual could own, excess lands were seized and redistributed to landless peasants.
- ii. State took control of \_\_\_\_\_ and businesses.
- iii. Developed state-financed education through college level.
- iv. State became Egypt's largest employer. Over 30% of population was hired by state
- v. Restricted \_\_\_\_\_ and seized some foreign owned land.

**c. Followed a policy of \_\_\_\_\_, which advocated developing countries remaining outside of the influence of the superpower blocs.**

**d. Nasser wanted to destroy Israel, modernize Egypt, forge a \_\_\_\_\_, and support socialist revolutions in neighboring lands.**

**e. 1956: Claimed full control of the \_\_\_\_\_ from the British.**

***"This money is ours, this canal is property of Egypt. The canal was dug by Egypt's sons and 120,000 of them died while working."***



**f. Exodus of "mutamassirum." Homogenization of Egypt occurs.**

**What factors prevent the creation of a unified Middle East?**



g. \_\_\_\_\_, built in the 1960s, located in upper Nile and 17 times larger than the Great Pyramid.

h. Foreign investment funds ceased, and the USSR could not give enough support. Nasser's projects were costly. Also, Egypt lost to Israel in \_\_\_\_\_ in 1967. Nasser died in 1970.



#### IV. Anwar Sadat



- a. Anwar Sadat develops policy of \_\_\_\_\_ - meaning opening. His goal was to encourage foreign investment and private business. He began to dismantle Nasser's huge state-run economy.
- b. \_\_\_\_\_ began to rise and emerge as a powerful force.
- c. After fighting the Israelis to a stalemate in 1973, Sadat became the first Arab leader to make peace and recognize the state of Israel and their right to exist. Put an end to costly wars.
- d. Replaced Soviet support with United States aid, hoping to improve economic conditions.
- e. He was assassinated in 1981 by \_\_\_\_\_.

#### V. Hosni Mubarak

- a. Continued to support the policies of Anwar Sadat.
- b. Farm output expanded, but could not keep up with \_\_\_\_\_ increases. Rapid urbanization led to poverty.
- c. Islamic Fundamentalists blame the government for failures, look to Islamic law as the solution. Some groups developed schools, medical services and relief for the poor. Others developed extremist groups who use terrorism toward the government.
- d. Remained in power for 30 years. While in office, political corruption rose dramatically. People were imprisoned without trial. Military officers were allowed to violate citizens' privacy using unconditioned arrests under Egypt's emergency law.
- e. Ousted in 2011 – Arab Spring



#### VI. The Future? After listening to the news story, summarize the situation in Egypt post-Mubarak.

**SUMMARY TASK:** *Using seven out of the nine words/phrases provided, write a summary paragraph based on the history of Egypt in time period 6 (1900-Present).*

## Britain

## Khedive

## Muslim Brotherhood

## Abdul Nasser

## Pan-Arabism

## Suez Canal

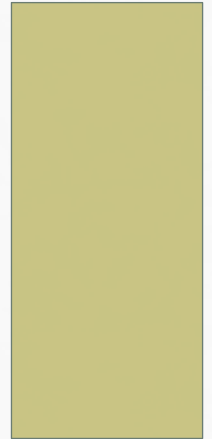
## Anwar Sadat

## Hosni Mubarak

## Arab Spring

# CONFLICTS IN THE MIDDLE EAST

AP WORLD HISTORY  
PERIOD 6: 1900-PRESENT  
CASE STUDY: EGYPT



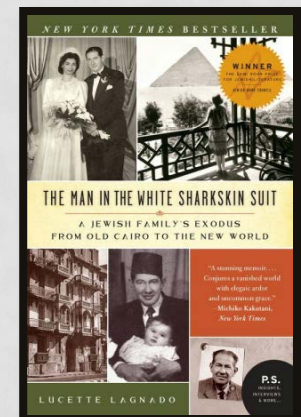
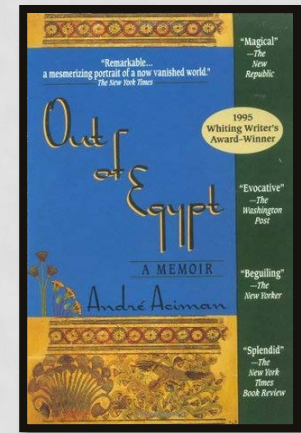


# DO NOW:

*Read these two passages. What can you infer about the Egyptian society based on these accounts?*

Andre Aciman describes his uncle as a “Turko-Italian-Anglophile-gentrified-fascist Jew who started his professional life peddling Turkish fezzes in Berlin and Vienna and was to end up the sole auctioneer of deposed King Farouk’s property.”

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Egypt was a cosmopolitan center at the turn of the 20<sup>th</sup> century.

“Mutamassirum” – Egyptianized people



# I. INDEPENDENCE OF EGYPT?

**A) World War I:** Britain had declared Egypt a protectorate in 1914. During WWI, the defense of the Suez Canal was one of the top priorities for the British. Large contingents of Entente forces were stationed in Egypt and drained the area of vital food and supplies. This led to inflation, food shortages and famine.



A color lithograph entitled *The Modern Civilization of Europe — France in Morocco & England in Egypt* depicts a British soldier and a French soldier toasting France's protectorate status over Morocco, begun in 1912, and England's protectorate status over Egypt, begun in 1914 (ca. 1914). CORBIS.







**B) Post WWI:** Educated nationalist elite were denied access to the Versailles Treaty to discuss self-determination. Many Egyptian leaders resigned and called for mass demonstrations. Student led riots, national unrest, and the death of hundreds led the British to allow the creation of the Wafd Party, a nationalist movement.

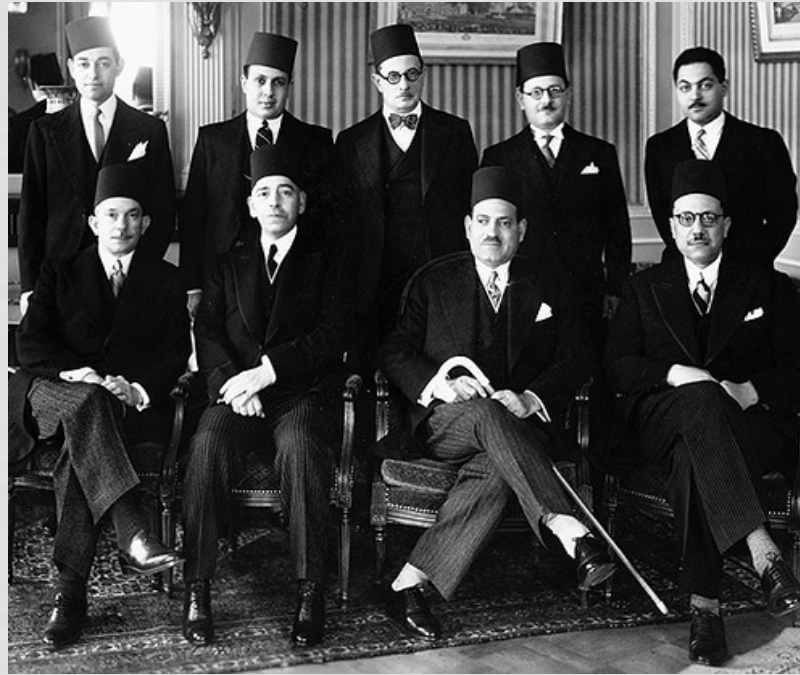
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**D) New Government:** Elite leaders become very corrupt and take the opportunity to increase their own families' fortunes. They did not pass laws to help the majority of peasants or to create much needed public works.

**E) Results:** 40 years of nationalist rule led to the domination of elite who owned 70% of the cultivatable land. 98% of the people were illiterate. Malnutrition and poor health care was chronic.



## II. WEAKENING OF THE KHEDIVAL REGIME

A) **Free Officers Movement** : Secret organization established in the Egyptian army in the 1930s. Wanted to conduct a revolution and replace the Khedival regime and eliminate British presence in the Suez Canal.



B) Muslim Brotherhood: founded by Hassan al-Banna in 1928. Developed contempt for the wealthy Egyptian minority and Europeans. Committed to a revivalist approach to Islam, sweeping land reforms, creation of unions, hospitals and schools. Developed boycotts, strikes, militant youth groups and assassination squads. al-Banna was assassinated by Khedive Farouk in 1949.





**C) Arab-Israeli War of 1948:** Egypt suffered a humiliating defeat to Israel, declaring war on the newly named nation along with five other Arab nations. Another loss in a clash with the British in 1952 over their influence in the Suez Canal led to more discontent.



**D) Gamal Abdul Nasser:** Led an almost bloodless military coup and overthrew the corrupt Khedive Farouk.



*Egyptian Revolution of 1952*

# III. GAMAL ABDEL NASSER

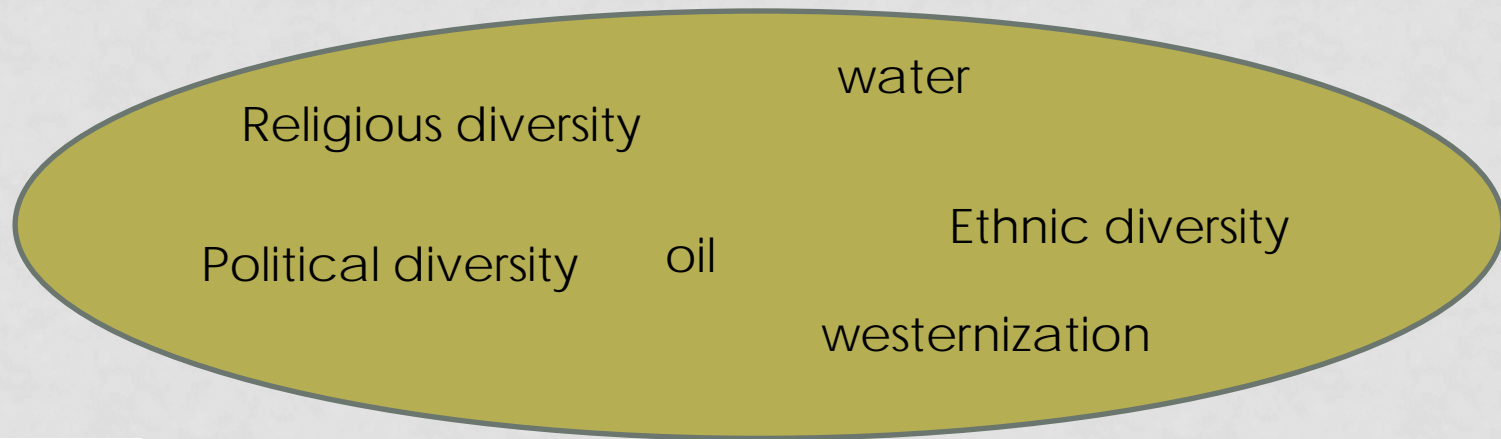
- A) By 1954, Nasser disbanded all political parties and created a military dictatorship.
- B) Used socialist policies to develop the nation.
- Limited how much land an individual could own, excess lands were seized and redistributed to landless peasants.
  - State took control of banks and businesses.
  - Developed state-financed education through college level.
  - State became Egypt's largest employer. Over 30% of population was hired by state
  - Restricted foreign investments and seized some foreign owned land.
- C) Followed a policy of non-alignment, which advocated developing countries remaining outside of the influence of the superpower blocs.
- D) Nasser wanted to destroy Israel, modernize Egypt, forge a Pan-Arab state, and support socialist revolutions in neighboring lands.
- E) 1956: Claimed full control of the Suez Canal from the British.

*"This money is ours, this canal is property of Egypt. The canal was dug by Egypt's sons and 120,000 of them died while working."*

F) Exodus of "mutamassirum." Homogenization of Egypt occurs.

Nasser favored Pan-Arabism and wanted to unite all Arabs under Egyptian leadership.

What factors prevent the creation of a unified Middle East?



G. Aswan High Dam, built in the 1960s, located in upper Nile and 17 times larger than the Great Pyramid.

Created a huge reservoir (Lake Nasser)

Created 900,000 acres of new farmland

Controlled the Nile flood waters and made year-round irrigation possible

Increased the salt content of the Nile

Caused erosion of the Nile Delta

Destroyed fish hatcheries in the Eastern Mediterranean

Threatened Egypt's ancient Past (rising waters required the movement of ancient structures)

Population boom quickly used up newly arable land.

H. Foreign investment funds ceased, and the USSR could not give enough support. Nasser's projects were costly. Also, Egypt lost to Israel in Six Day War in 1967. Nasser died in 1970.

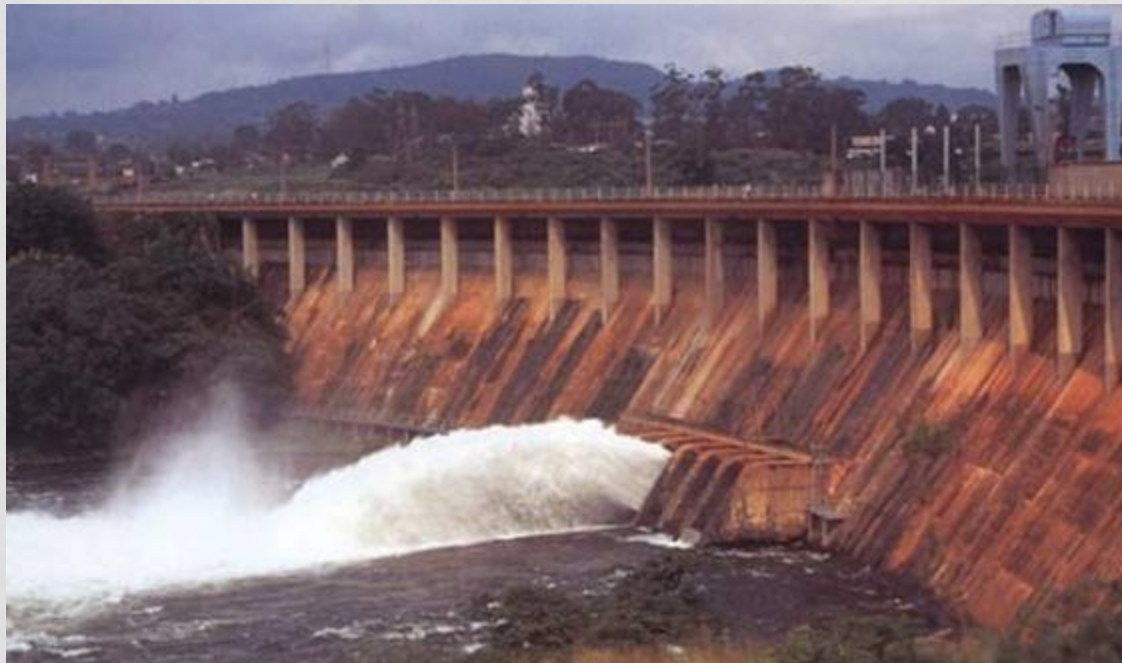




# ASWAN DAM: PRO or CON?

The assessment of the costs and benefits of the dam remains controversial decades after its completion.

<http://apecsec.org/aswan-high-dam-pros-and-cons/>



## IV. ANWAR SADAT

- A) Anwar Sadat develops policy of intifah - meaning opening. His goal was to encourage foreign investment and private business. He began to dismantle Nasser's huge state-run economy.
- B) Middle Class began to rise and emerge as a powerful force.
- C) After fighting the Israelis to a stalemate in 1973, Sadat became the first Arab leader to make peace and recognize the state of Israel and their right to exist. Put an end to costly wars.
- D) Replaced Soviet support with United States aid, hoping to improve economic conditions.
- E) He was assassinated in 1981 by Islamic fundamentalists.



# V. HOSNI MUBARAK

- A) Continued to support the policies of Anwar Sadat
- B) Farm output expanded, but could not keep up with population increases. Rapid urbanization led to poverty.
- C) Islamic Fundamentalists blame the government for failures, look to Islamic law as the solution. Some groups developed schools, medical services and relief for the poor. Others developed extremist groups who use terrorism toward the government.
- D) Remained in power for 30 years. While in office, political corruption rose dramatically. People were imprisoned without trial. Military officers were allowed to violate citizens' privacy using unconditioned arrests under Egypt's emergency law.
- E) Ousted in 2011 – Arab Spring



# VI. THE FUTURE?

## TASK:

- Listen to the story *(the transcript is available if you want to follow along in writing)*.
- Summarize the situation in Egypt post-Mubarak

The screenshot shows the NPR website interface. At the top, there's a navigation bar with the NPR logo, 'WNYC RADIO', and links for 'news', 'arts & life', 'music', and 'programs'. On the right, there are links for 'shop', a user profile icon, and a search icon. Below the navigation bar, the article is categorized under 'news > world > middle east'. The main headline is 'Examining The Years Since Egypt's Arab Spring' in a large, bold font. Below the headline, the date and time 'FEBRUARY 11, 2015 5:07 AM ET' are displayed. A small profile picture of Leila Fadel is shown next to her name. Below the author's name is a 'Listen to the Story' section featuring a play button icon, the title 'Listen to the Story', the subtitle 'Morning Edition', and a progress bar showing the duration '7:19'. At the bottom of this section are links for 'Download', 'Embed', and 'Transcript'. Below the audio player, a short text snippet reads: 'It's been four years since Egyptian President Hosni Mubarak resigned during the Arab Spring. Since then, the new government has cracked down on dissent.'

<http://www.npr.org/2015/02/11/385396424/examining-the-4-years-since-egypts-arab-spring>



# SUMMARY

SUMMARY TASK: Using seven out of the nine words/phrases provided, write a summary paragraph based on the history of Egypt in time period 6 (1900-Present).

Britain	Abdul Nasser	Anwar Sadat
Khedive	Pan-Arabism	Hosni Mubarak
Muslim Brotherhood	Suez Canal	Arab Spring

## Summary Paragraph:

After the **British** supposedly gave Egypt their independence, the **Khedival** regime still held influence and only looked out for the benefit of the upper class. After years of foreign influence and poverty for the masses, the **Muslim Brotherhood** formed to work toward change. **Gamel Abdul Nasser** came to power in the early 1950s and began an Arabization process. After his rule, Egypt shifted policies under **Anwar Sadat**. **Mubarak** then continued many of Sadat's policies but power corrupted and he was ousted during the **Arab Spring** in 2011.