
Writing and Linking Support Paragraphs

OBJECTIVES FOR THIS LESSON:

1. To understand various ways of linking ideas within and between paragraphs, including the use of transitional words and phrases.
 2. To adopt a simple and direct way of presenting ideas within the internal paragraphs of the essay.
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The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.

INTRODUCING THE LESSON

THE PRIMARY SOURCES AND THE EXERCISES

The eleven primary source documents for this lesson consist of photos, editorial cartoons and passages from speeches. All deal with the end of two types of imperial systems since World War II. First, there were the colonial empires of Great Britain and other Western European powers. The other imperial system was the one the Soviet Union controlled in Eastern Europe and elsewhere. The exercises for the lesson all look at various aspects of the collapse of these empires.

PUTTING TOGETHER A COMPLETE ESSAY

Keep in mind that the final four lessons in this workbook are the ones that focus on the key tasks in organizing and writing an entire essay. Once again, here is where you are in this sequence of lessons:

- Lesson 5 Taking notes and creating a clear essay organization.
- Lesson 6 Writing an effective introductory paragraph based on your thesis statement.
- Lesson 7 Writing the internal paragraphs of your essay and using transitions to link them together effectively.
- Lesson 8 Writing a strong conclusion.

KEY CONCEPTS AND LEARNING STRATEGIES

The primary sources and the exercises for this lesson will help you see how to link the paragraphs of your essay together logically.

1. Keep in mind the need to **link details logically** within and between the paragraphs of the essay.
2. **Use transition phrases** effectively.
3. Use the primary source documents to support your argument or thesis. Do not simply list documents “**laundry list**” style.
4. **Aim for clarity and simplicity** in the way you write your sentences. In most cases, try to organize paragraphs into three-part units using the **Main Idea-Details-Explanations** system presented in Lesson 5.

Lesson 7 — Writing and Linking Support Paragraphs

The Documents

The End of Empire

Document 1

India's independence leader Mohandas Gandhi (right) with Jawaharlal Nehru, who would become India's first Prime Minister.

Courtesy of the Library of Congress



Document 2

"We are now engaged in a gigantic and exciting task of achieving rapid and large-scale economic development of our country. Such development, in an ancient and underdeveloped country such as India, is only possible with purposive planning. True to our democratic principles and traditions, we seek ... the willing and active cooperation of our people. We completed our first Five-Year Plan 8 months ago, and now we have begun on a more ambitious scale our second Five-Year Plan, which seeks a planned development in agriculture and industry, town and country, and between factory and small-scale and cottage production....

"The preservation of peace forms the central aim of India's policy. It is in the pursuit of this policy that we have chosen the path of nonalignment in any military or like pact of alliance. Nonalignment does not mean passivity of mind or action, lack of faith or conviction. It does not mean submission to what we consider evil. It is a positive and dynamic approach to such problems that confront us. We believe that each country has not only the right to freedom but also to decide its own policy and way of life. Only thus can true freedom flourish and a people grow according to their own genius."

Nehru, from a speech in Washington, D.C., December 18, 1956, printed in the U.S. Department of State Bulletin, January 14, 1957, pp. 49-50.

Document 3

Anti-colonial struggles in the 1950s and '60s swept across Africa. In 1957, the Gold Coast became the first British African colony to achieve independence, soon changing its name to Ghana. Here Kwame Nkrumah, on the stool, is being sworn in as Ghana's first ruler.

Courtesy of the Library of Congress



Document 4

"In the twentieth century, and especially since the end of the war, the processes which gave birth to the nation states of Europe have been repeated all over the world. We have seen the awakening of national consciousness in peoples who have for centuries lived in dependence upon some other power. ... Today the same thing is happening in Africa, and the most striking of all the impressions I have formed is of the strength of this African national consciousness. In different places it takes different forms, but it is happening everywhere. The wind of change is blowing throughout this continent, and, whether we like it or not, this growth of national consciousness is a political fact."

Prime Minister Harold Macmillan speaking to the Parliament in Cape Town, South Africa, February 3, 1960.

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The Documents

Document 5

"Some of these nations we have are not nations at all. They make no sense at all, any geographical sense or ethnic sense or economic sense. They don't. The Europeans set somewhere and said, "you take that part, you take that part." They drew these lines on a map and here we are, trying to create nations which are almost impossible to create. But we are changing. The continent is changing.

"... We went through a neocolonial period in Africa. It nearly destroyed all the hopes of the struggle for the liberation of the continent, with a bunch of soldiers taking over power all over the continent, pushed, instigated and assisted by the people who talk about this stereotype of Africa.

"We have just got rid of Mobutu, who put him there? I don't know what Lumumba would have been if he had been allowed to live. I don't know. He was an elected leader, but angered the powerful and they removed him within weeks. Then Mobutu came on the scene within weeks and he's been there since. He was the worst of the lot. He loots the country, he goes out, and he leaves that country with a debt of US\$14 billion. And that was the type of leadership we had over a large part of Africa. They were leaders put there either by the French or by the Americans. When we had the Cold War, boy, I tell you, we couldn't breathe."

Address to Members of South Africa's Parliament in October 1997 by Julius Nyerere, former president of Tanzania.

Document 7

"You can socialize what is not traditional. The *shamba* cannot be socialized."

Julius Nyerere, in his farewell speech upon retiring from the presidency of Tanzania in 1985. The "shamba" is the traditional private farm. In this speech, Nyerere admitted that he had failed to achieve his hoped for socialist society in Tanzania.

Document 6

Jomo Kenyatta, on the left, with U.S. civil rights lawyer Thurgood Marshall. In 1963, Kenyatta led British-ruled Kenya to independence after a good deal of bloodshed there.

Courtesy of the Library of Congress



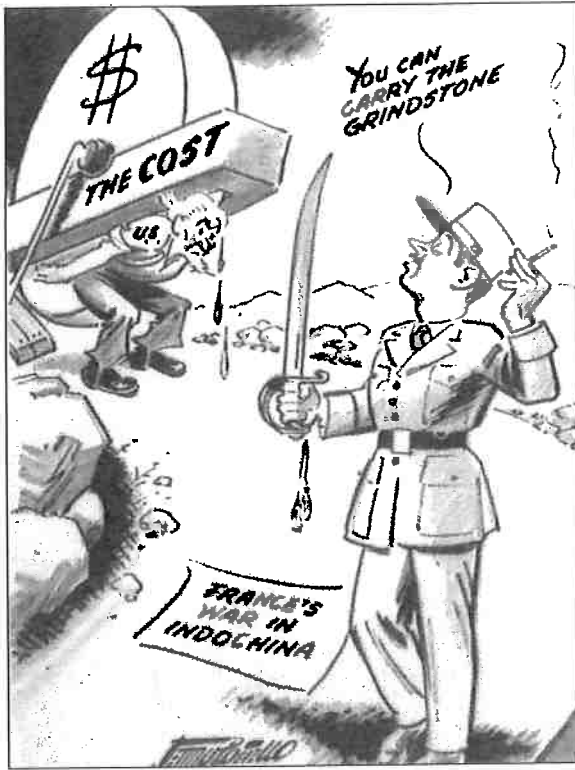
Document 8

A 1960 cartoon criticizing Patrice Lumumba, the Congo's first president after independence, for turning to the Soviet Union for military aid after the UN refused it to him. He wanted help to fight what was in part a tribally based revolt in Katanga province.

Courtesy of the Library of Congress



The Documents



Document 9

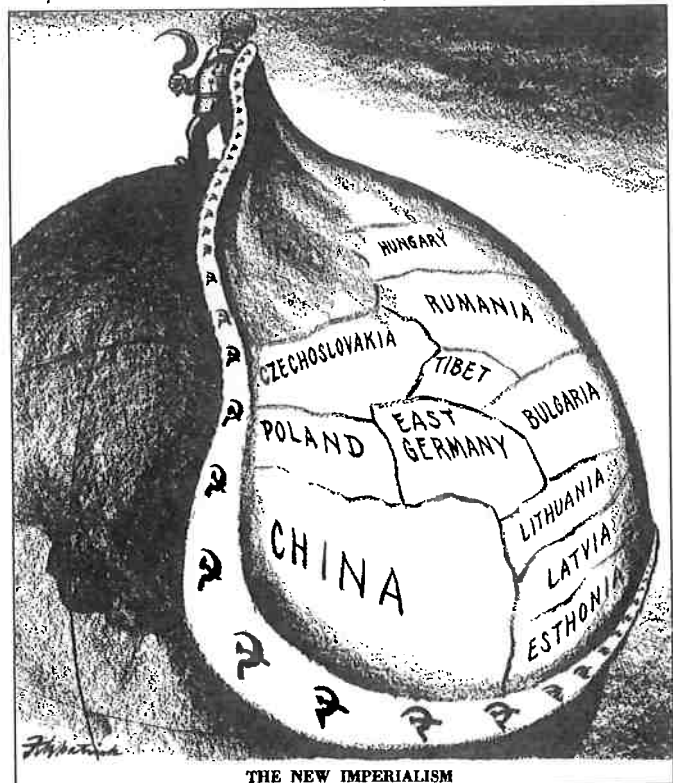
Struggles against colonialism often got caught up in Cold War rivalries. After World War II, for instance, the U.S. supported France's fight to regain control of Vietnam against communist rebels there. The U.S. concern was with communism. But France's goal was to reestablish its colonial empire in Southeast Asia. This U.S. cartoon from the early 1950s reflects American irritation at France's lack of gratitude for U.S. help.

Courtesy of the Library of Congress

Document 10

After World War II, Soviet leader Joseph Stalin thwarted democracy in Eastern Europe, setting up communist governments throughout the region. In doing this, he greatly extended a very different kind of colonial empire. But this empire, too, was doomed. It fell apart in 1989.

Fitzpatrick in the St. Louis Post-Dispatch



Document 11

"Yes, ... let us be aware that while [Soviet leaders] preach the supremacy of the state, declare its omnipotence over individual man, and predict its eventual domination of all peoples on the earth, they are the focus of evil in the modern world. ...

"So, I urge you to speak out against those who would place the United States in a position of military and moral inferiority. ... I urge you to beware the temptation of pride - the temptation of blithely declaring yourselves above it all and label both sides equally at fault, to ignore the facts of history and the aggressive impulses of an evil empire, to simply call the arms race a giant misunderstanding and thereby remove yourself from the struggle between right and wrong and good and evil."

U.S. President Ronald Reagan, in a speech to the National Association of Evangelicals, March 8, 1983.