Paths to Freedom

Compare routes from colonial rule to independence

7.C.1 "Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline actions people used to seek independence, circle ways power changed hands, and number the challenges that remained so you can compare the three routes.

Three Routes to Independence

1. In British-ruled India, crowds filled roads during marches against colonial laws. Many people also refused to buy British goods, a boycott meant to weaken colonial control without using weapons. Indian leaders negotiated with British officials as pressure grew after World War II. Britain granted independence in 1947, but the territory was divided into India and Pakistan. Millions of people crossed the new borders, and widespread violence followed. India shows how mass protest and talks can end colonial rule, while a division can bring terrible costs.

2. In the British colony of the Gold Coast, workers went on strikes, and residents protested unfair rule. Kwame Nkrumah's Convention People's Party demanded self-government and organized public action. The party won a major election in 1951, giving its leaders a stronger position in talks with Britain. Britain gradually handed more power to local elected leaders before the country became independent as Ghana in 1957. Like India, Ghana used public pressure and negotiations. Unlike India, Ghana's route included a gradual transfer of power rather than a division into new countries.

3. Across the ocean, Papua New Guinea followed a different path under Australian rule. Local representatives gained seats in a lawmaking assembly, and the territory gained self-government in 1973. Its leaders negotiated with Australia before independence in 1975, rather than using the large protest campaigns described in India and Ghana. This route gave elected leaders practice governing before full independence. Still, leaders had to build one country from communities speaking hundreds of languages. Comparing these routes means asking whose voices shaped decisions, how power changed hands, and what problems remained afterward.

2 ANSWER WITH EVIDENCE

Use the passage

1. How did people in India and the Gold Coast put pressure on colonial rulers in different ways, and what did their routes share?

2. Compare how local leaders gained governing power in Ghana and Papua New Guinea before independence.

3. How does the cost of India's route complicate a comparison with Ghana's route?

4. How did the challenges linked to India's and Papua New Guinea's routes differ, and why do they matter when judging each route?

3 YOUR TURN

Your own words

Imagine a colony where many residents demand a say in government, but leaders fear violence. In four sentences, propose a route that combines actions from two countries in the passage, explain how the actions serve different purposes, and identify one possible drawback.

ANSWER KEY

Paths to Freedom

GRADE 7 · 7.C.1

PART 1 · READ AND MARK

Underline actions people used to seek independence, circle ways power changed hands, and number the challenges that remained so you can compare the three routes. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How did people in India and the Gold Coast put pressure on colonial rulers in different ways, and what did their routes share?	**People in India marched and boycotted British goods. In the Gold Coast, workers struck and residents protested. Leaders in both places also negotiated with Britain.**
2	Compare how local leaders gained governing power in Ghana and Papua New Guinea before independence.	**In Ghana, the Convention People's Party won a major election, and Britain gradually transferred power to local elected leaders. In Papua New Guinea, local representatives gained assembly seats, and the territory gained self-government before independence.**
3	How does the cost of India's route complicate a comparison with Ghana's route?	**India gained independence, but division into India and Pakistan was followed by mass migration and violence. Ghana's route, as described, involved a gradual transfer of power without division into new countries.**
4	How did the challenges linked to India's and Papua New Guinea's routes differ, and why do they matter when judging each route?	**India faced mass migration and violence after division. Papua New Guinea faced the task of building one country from many language communities. A route should be judged partly by the problems that remain after independence.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Residents could organize strikes like workers in the Gold Coast to show that they want change. Elected representatives could then negotiate with the colonial government, as leaders did in Papua New Guinea. Strikes would build public pressure, while talks could plan a transfer of power. Strikes might disrupt daily life, so leaders would need to weigh that cost.

Accept other supported comparisons and judgments that distinguish actions used to seek independence from outcomes such as an election victory. For Part 3, look for four sentences combining actions from two countries, explaining their different purposes, and naming a plausible drawback.