**People’s Democratic Republic Of Algereia**

**Ministery of Higher education and Scientefic Research**

**L’Arbi Ben Mhidi University**

**Department of Social and Human Sciences – Human Sciences Section**

**Level : First year Master history**

**Course /4:**

[**Libya**](https://en.wikipedia.org/wiki/Libya)**'s history involves its rich mix of ethnic groups including the indigenous**[**Berbers**](https://en.wikipedia.org/wiki/Berbers)**/Amazigh people Amazigh have been present throughout the entire history of the country. For most of its history, Libya has been subjected to varying degrees of foreign control, from Europe, Asia, and Africa. The History of Libya comprises six distinct periods: Ancient Libya, the Roman era, the Islamic era, Ottoman rule, Italian rule, and the Modern era.**

**During the era of Italian colonolization the Italian government expended large sums on developing towns, roads, and agricultural colonies for its Italian settlers. The most ambitious effort was the program of Italian immigration called “demographic colonization,” launched by the Fascist leader Benito Mussolini in 1935. As a result of these efforts, by the outbreak of World War II, some 150,000 Italians had settled in Libya and constituted roughly one-fifth of that country’s total population.**

**The colonization of Libya by Italy during the years 1911–1940 has left a legacy of continuing resentment between the two peoples. This inherited resentment takes the form among Libyans of a right to revenge and among Italians of feelings of aggression and guilt. Any future relationship between Italy and Libya entails the overcoming of this barrier from the past; it is useless to conceal the consequences of colonization or sidestep them by focusing only on the development of joint economic projects and investments. One must instead study carefully the colonial period from beginning to end, studying and documenting all aspects of the Libyan-Italian experience with the utmost precision and objectivity. Films, historical monuments, books and articles, and museums must all be utilized in this process of coming to terms with this historical period.**

**Part 1 : reading and comprehension**

1-**give** a suitable title for the text ?

**2 – Answer the following questions according o the text:**

\* Who are the indigenous people of Libya??

……………………………………………………………………………………..

\* The state of Libya was a station for many invaders and occupiers. Explain how?

………………………………………………………………………………………….

\* What are the efforts made by the Italian occupation to facilitate the flow of settlers to Libya??

………………………………………………………………………………………………………………………………

**3- the text is addressed to whom ?**

……………………

**4- what do you think the text is : a- expository b- historical c argimentative**

**5- find in the text words which definitions follow :**

\* settlement (3 paragraph) =

**\*** emotions (3 paragraph) =

\* period (2 paragraph) =

**6- what do the underlined words in the text refer to :**

**have been** ( first paragraph) : ……………. **its** ( second paragraph)……………………. **This** ( third paragraph)

**7- complet the following chart as shown in the example :**

|  |  |  |
| --- | --- | --- |
| Verb | Noun | adjective |
| To contribute | ..................... | ………….. |
| To consume | ………………….. | Consumtive |
| To think | thinking | ……………… |

**9- Situation of Intergration**

**The historical text** is a historical document that helps focus on the content of a specific historical incident in some era of time .

**Required assignment** : **write** a short paragraph between 5 to 6 lines in which

You talk about a symbol of the Libyan struggle against the Italian colonizer .