How did the colonization of Africa shape its political and cultural geography?

Content	This instructional task engages students in content related to the following grade-level expectations: • WG.1.4 Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems • WG.3.1 Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations • WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events • WG.4.4 Evaluate the impact of historical events on culture and relationships among groups • WG.6.3 Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
Claims	In this instructional task, students develop and express claims through discussions and writing which examine the effect of colonization on African development.
Unit Connection	This instructional task helps students explore and develop claims around the content from unit 6: • How does the history of colonization continue to affect the economic and social aspects of African countries today? (WG.1.4, WG.3.1, WG.4.3, WG.4.4, WG.6.3)

	Formative Performance Task 1	Formative Performance Task 2	Formative Performance Task 3	Formative Performance Task 4
Supporting Questions	How and why did the colonization of Africa begin?	How did European countries politically divide Africa?	What perspectives exist on the colonization of Africa?	How did colonization impact Africa?
Tasks	Students will analyze the origins of colonization in Africa.	Students will explore the European countries that controlled African regions.	Students will analyze political cartoons on the colonization of Africa.	Students will examine the lingering effects of colonization.
Featured Sources	**Source A:** European Imperialism in Africa, TED-Ed **Source B:** Slavery and the Scramble for Africa, BBC	**Source C:** The Colonization of Africa, 1870-1910, Florida Center for Instructional Technology	**Source D:** The Mad Scramble for Africa, Whitefish School District **Source E:** The Berlin Conference, CBC Radio-Canada	**Source F:** Pre-Colonial Map of Africa, 1870, Florida Center for Instructional Technology **Source G:** Map of Africa, 2015, World Atlas **Source H:** The Dividing of a Continent: Africa's Separatist Problem, *The Atlantic*

Summative Performance Task	Using the sources and your knowledge of world geography, write an essay that describes the immediate and lasting impacts of European colonization on the African continent.

Formative Performance Task 1	
Supporting Question	How and why did the colonization of Africa begin?
Task	Students will analyze the origins of colonization in Africa.
Featured Sources	**Source A:** European Imperialism in Africa, TED-Ed **Source B:** Slavery and the Scramble for Africa, BBC
Content and Claims	This formative performance task requires students to identify the origins of colonization in Africa (WG.3.1, WG.4.3, WG.4.4, WG.6.3)

Featured Sources

Source A: European Imperialism in Africa, TED-Ed

Source B: Slavery and the Scramble for Africa, BBC

Steps

1. Provide students with access to Source A: European Imerialism in Africa.
2. Have students answer the following questions independently on paper as they view Source A:
    a. What happened during colonial imperialism in Africa?
    b. What major figures or countries were involved with the Scramble for Africa?
    c. Were the indigenous people in Africa treated fairly? Why or why not?
    d. What reasons did Europeans have for coming into Africa?
    e. Who was Joseph Conrad and what stance did he take on imperialism?
    f. Were there any parts of Africa that were able to stay independent?
    g. Write your own definition for imperialism.
3. Provide students with access to Source B: Slavery and the Scramble for Africa.
4. Have students work with a partner to read and complete the split-page notes on page 3.
    a. For each section of the notes, direct students to focus on the main ideas and important details from that section of the source.
    b. For the paragraph summary, instruct students to review their notes and summarize in their own words the most important ideas about Slavery and the Scramble for Africa.
5. Once all groups have completed their split-page notes, have partners group with another pair to share and discuss their notes and summaries.

Split-Page Notes

Slavery and the Scramble for Africa	
European Colonization	
The Berlin Conference	
British interests	
'Spirit of Berlin'	
End to African Slavery	
Paragraph Summary:	

Student Look-Fors

1. Imperialism is the political, economic, and cultural domination of one country over another. Many European countries were involved in the Scramble for Africa including Belgium, France, and Germany.

2. During colonial imperialism, Africans were oppressed, abused and killed as a result of the European's quest to expand their empires. Upon witnessing the horrors of imperialism, Joseph Conrad wrote *Heart of Darkness* to expose these horrors to the world.

3. African nations were taken by European nations for a number of reasons (slave trade, Industrial Revolution, and missionaries urging Africans to give up traditional culture). Ethiopia and Liberia are able to remain independent.

Split-Page Notes

Slavery and the Scramble for Africa	
European Colonization	• In the 1870s only 10% of the continent was under direct European control. • By 1900, Europeans controlled more than 90% of the continent. • One of the chief justifications for this was a desire to get rid of slavery. • According to David Livingstone, the only way to liberate Africe was to introduce the 'three Cs': commerce, Christianity and civilization
The Berlin Conference	• 1884-1885-It was convened by Otto von Bismarck to discuss the future of Africa, including the issue of slavery. • The strategic and economic objectives of the colonial powers, such as protecting old markets and exploiting new ones, were important issues. • Began the process of carving up Africa, paying no attention to local culture or ethnic groups, and leaving people from the same tribe on separate sides of European-imposed borders.
British interests	• Egypt and South Africa to help in maintaining its lines of communication with India • Interested in the commercial potential of mineral-rich territories • Britain occupied or annexed: Egypt, the Sudan, British East Africa, British Somaliland, Southern and Northern Rhodesia, Bechuanaland, Orange Free State and the Transvaal, Gambia, Sierra Leone, Nigeria, British Gold Coast and Nyasaland. • More than 30% of Africa's population was occupied by Britain
'Spirit of Berlin'	• An international anti-slavery conference was held in Brussels in 1889-1890 to deal with slavery that was still occurring in the Congo under King Leopold of Belgium. • He agreed to end Arab slavery in return for the right to tax imports (overturned one of the key resolutions of Act of Berlin, which guaranteed free trade for the region). • People of the Congo became forced laborers with quotas of wild rubber they were forced to collect from the rainforest. • Many laborers died as a result of starvation, being overworked, and during rebellions. • Leopold was forced to turn over control of the Congo, but forced labor remained.
End to African Slavery	• General Act of the Brussels Conference of 1889-1890 had declared an intention to put an end to the traffic of African slaves • September 1926, the International Slavery Convention was signed at Geneva under the auspices of the League of Nations, but did not apply to Africa. • Ethiopia became the last African state to abolish slavery in 1932. All colonial regimes had long

	since done the same. • Even today slavery is not unknown in Africa
Paragraph Summary: Within a thirty year period European countries went from controlling 10 to 90% of the continent of Africa. At the Berlin Conference, the process of carving up Africa began. European nations paid no attention to the locations of ethnic and cultural groups. One of the main justifications for colonization was to rid the continent of slavery. Countries had different motivations and exploited various areas of Africa for different purposes and resources. For example, in the Congo region, King Leopold of Belgium used forced laborers in exchange for slaves to gather rubber from the rainforest.	

Formative Performance Task 2	
Supporting Question	How did European countries politically divide Africa?
Task	Students will explore the European countries that controlled African regions.
Featured Source	**Source C:** The Colonization of Africa, 1870-1910, Florida Center for Instructional Technology
Content and Claims	In this formative performance task students will label and identify the regions controlled by European countries. (WG.1.4, WG.4.3, WG.6.3)

Featured Source

Source C: The Colonization of Africa, 1870-1910, Florida Center for Instructional Technology

Steps

1. Provide students with a copy of Source C: Colonization of Africa to help them label and create their own map depicting the colonization of Africa. Provide students with a template for their work or have them create their own map of Africa.
2. Ask students to:
   a. Use one color per European nation and label and color/shade in the areas they imperialized.
   b. Label and color/shade in nations that remained independent during imperialism.
   c. Create a map key representing all European countries and independent nations placed on their map.
3. Once maps are completed, elicit student thoughts and conclusions about colonization through a class discussion. Possible guiding questions:
   a. Which European country exerted the most colonial control over all of Africa?
   b. Are there any patterns that are noticed with the distribution of European colonial powers?
   c. What factors would make certain areas more desirable to European countries than others?

Student Look-Fors

1. Student created maps should accurately reflect the colonization of Africa by European powers.
2. Students should note that the French controlled more land in Africa than any other European country.
3. Students should note that there are some regional patterns of distribution with African colonization. For example, the French controlled much of North and West Africa, Belgium was concentrated on Central Africa (Congo), and most of the British's claims are in Eastern Africa.
4. Students should describe the possession of raw materials and other desired natural resources as reasons for European interest, e.g., rubber in the rainforest of the Congo and gold in Western Africa.

Formative Performance Task 3	
Supporting Question	What perspectives exist on the colonization of Africa?
Task	Students will analyze political cartoons on the colonization of Africa.
Featured Sources	**Source D:** The Mad Scramble for Africa, Whitefish School District **Source E:** The Berlin Conference, CBC Radio-Canada
Content and Claims	In this formative performance task students analyze and interpret political cartoons to identify varying viewpoints on events surrounding the colonization of Africa (WG.4.4)

Featured Sources

Source D: The Mad Scramble for Africa, Whitefish School District

Source E: The Berlin Conference, CBC Radio-Canada

Steps

1. Divide students into small groups, and provide each group with access to Source D: The Mad Scramble for Africa and Source E: The Berlin Conference to analyze. Provide each student with a cartoon analysis worksheet and instruct them to complete an analysis for each source.
2. Have a representative from each group share their responses to the level 1, 2, and 3 questions. Record each group's questions for all students to see (ex. whiteboard, chart paper, smartboard, etc.). After all have shared, discuss responses, noting any patterns that exist.
3. Instruct students to write a paragraph based on the following prompt: Describe the message of these two political cartoons. How is the same event portrayed differently in each of these cartoons? Which cartoon is more effective at portraying its message?

Student Look-Fors

1. The Mad Scramble for Africa cartoon shows the European countries that sought control of Africa for various reasons. They are each grabbing and pulling for their share of the continent.
2. The Berlin Conference cartoon portrays Africa as a cake/pie and depicts a European nation (Britain) "cutting" and dividing Africa for the European countries to divide amongst themselves.
3. Each of these political cartoons depicts events that occurred as a result of the Berlin Conference. One cartoonist portrays the event as more of a struggle between the European nations by depicting them sweating in their struggle to gain control over an unknown parts of Africa, while the other, has the countries sitting around the table and seemingly dividing the continent up into even slices as one would a piece of pie. In determining the effectiveness of the cartoon, students can reference elements of the specific cartoon such as the sweating of the people, the struggle between the countries, the peaceful slicing of the continent, or the countries sitting peacefully around the table.

Cartoon Analysis Worksheet

Level 1	
Visuals	**Words** (not all cartoons include words)
1. List the objects or people you see in the cartoon. 6 men sitting around a table 1 man standing up holding a knife Pie/cake with "Afrique" written on it	1. Identify the cartoon caption and/or title. None provided 2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon. None provided 3. Record any important dates or numbers that appear in the cartoon. None provided

Level 2	
Visuals	**Words**
2. Which of the objects on your list are symbols? The pie/cake and the men around the table 3. What do you think each symbol means? the pie/cake represents Africa. The men represent the European countries attending the Berlin Conference	4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so? No words or phrases 5. List adjectives that describe the emotions portrayed in the cartoon. Serious, inquisitive, shocked

Level 3
A. Describe the action taking place in the cartoon. European nations are cutting the Afrique pie/cake into slices to divide amongst themselves. B. Explain how the words in the cartoon clarify the symbols. No words C. Explain the message of the cartoon. This cartoon is showing how European nations divided the continent of Africa amongst themselves during the era of imperialism according to their own interests and with no regard to those who were living there. D. What special interest groups would agree/disagree with the cartoon's message? Why? Anti-imperialists would disagree with the cartoon as they are against imperialism. Many Africans would disagree with it as they do not wish to be forcibly taken over and colonized by European countries.

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Formative Performance Task 4	
Supporting Question	How did colonization impact Africa?
Task	Students will examine the lingering effects of colonization.
Featured Source	**Source F:** Pre-Colonial Map of Africa, 1870, Florida Center for Instructional Technology **Source G:** Map of Africa, 2015, World Atlas **Source H:** The Dividing of a Continent: Africa's Separatist Problem, *The Atlantic*
Content and Claims	In this formative performance task, students will examine the changes of the political divisions of Africa from the imperialism period until today and describe challenges that have remained since the end of this period (WG.3.1, WG.4.3, WG.4.4, WG.6.3)

Featured Source

Source F: Pre-Colonial Map of Africa, 1870, Florida Center for Instructional Technology

Source G: Map of Africa, 2015, World Atlas

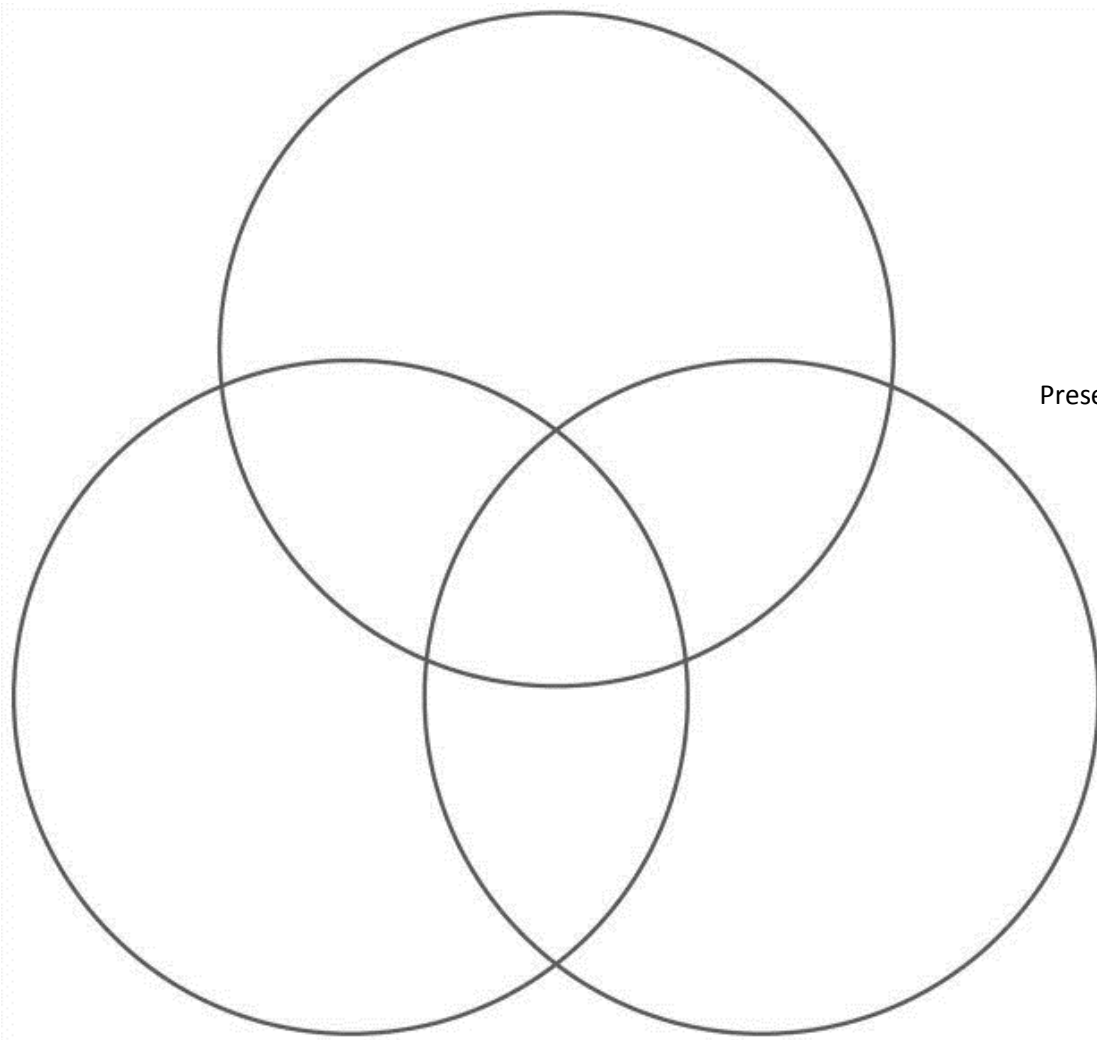**Source H:** The Dividing of a Continent: Africa's Separatist Problem, *The Atlantic*

Steps

1. Divide students into small groups using an established classroom routine.
2. Provide groups with access to Source F: Pre-Colonial Map of Africa and Source G: Map of Africa and instruct groups to compare and contrast the pre-colonial map of Africa from 1870 (Source F), the map students created in formative performance task 2, and the present day map of Africa (Source G).
3. As students examine the maps, ask them to create a Venn diagram using the template on the next page to record their observations and thoughts about the similarities and differences observed while comparing these three maps to one another.
4. Have students independently read Source H: "The Dividing of a Continent: Africa's Separatist Problem."
5. As students read, direct them to take notes on areas of the text that discuss how colonization is still impacting Africa today.
6. Instruct students to respond in writing to the following prompt: How has the map of Africa evolved into its present form? Using specific examples, describe how colonization is still impacting present-day Africa.
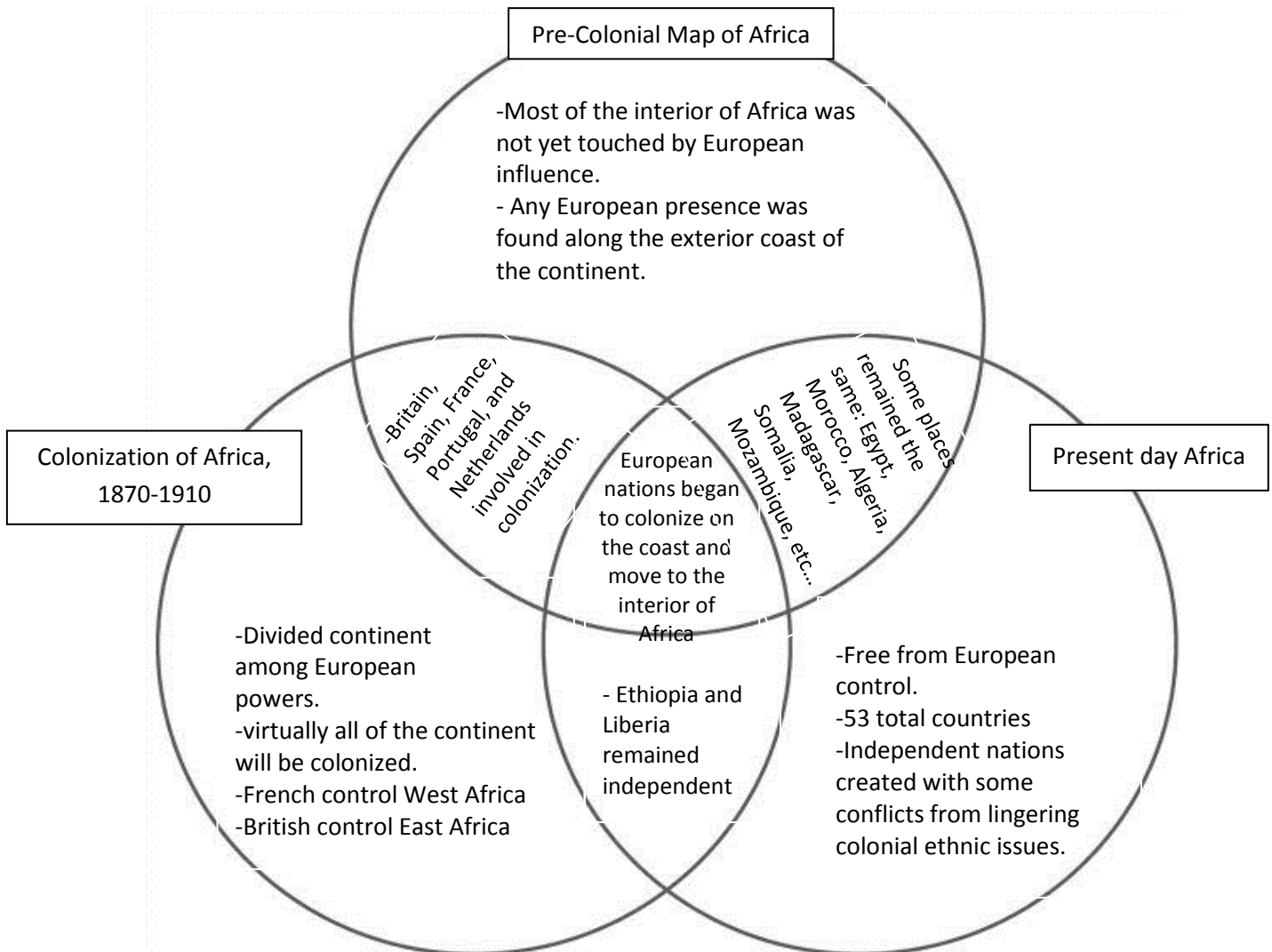
Pre-Colonial Map of Africa

Colonization of
1870-1910

Present day Africa

Student Look-Fors

1. Students note that there was minimal European presence in Africa in 1870, but by 1910, European powers had divided much of the continent amongst themselves. A sample Venn Diagram is provided below.
2. Today, countries in Africa are independent; however, effects from colonization still linger and cause problems.
3. During colonization, European powers divided the continent with little to no regard for ethnic, religious, or linguistic divisions. When these powers left the region, the borders they drew remained and have at times created conflict in the region and led some groups to begin movements for their own country. Examples of conflict in the region may include the following:
    a. Angola which was once colonized by Portugal, now is comprised of ten major ethnic groups, now has two secessionist groups today.
    b. A separatist group in Kenya, the Mombasa Republican Council wants the coastal region to secede on the basis of its historical heritage of trading across the Indian Ocean.
    c. In 2011, divisions in the religious and cultural make-up of Sudan resulted in its separation into Sudan and South Sudan.

Pre-Colonial Map of Africa

-Most of the interior of Africa was not yet touched by European influence.
- Any European presence was found along the exterior coast of the continent.

Colonization of Africa, 1870-1910

-Britain, Spain, France, Portugal, and Netherlands involved in colonization.

European nations began to colonize on the coast and move to the interior of Africa

Some places remained the same: Egypt, Morocco, Algeria, Madagascar, Somalia, Mozambique, etc...

Present day Africa

-Divided continent among European powers.
-virtually all of the continent will be colonized.
-French control West Africa
-British control East Africa

- Ethiopia and Liberia remained independent

-Free from European control.
-53 total countries
-Independent nations created with some conflicts from lingering colonial ethnic issues.

Summative Performance Task

Compelling Question	How did the colonization of Africa shape its political and cultural geography?
Task	Using the sources and your knowledge of World Geography, write an essay that describes the immediate and lasting impacts of European colonization on the African continent.

Teacher Overview

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Students gained knowledge on motivations for colonizing Africa, how European nations divided Africa, and the lasting impacts of colonization on Africa. Students also practiced skills in examining different perspectives, such as analyzing political cartoons representing differing perspectives of African colonization.

Student Prompt

Using the sources and your knowledge of World Geography, write an essay that describes the immediate and lasting impacts of European colonization on the African continent.

Student Look-Fors

1. An exemplar response may include but is not limited to:
    a. Student responses should reflect an understanding of the various European countries involved in the colonization of Africa and the lasting impact of those countries on the continent.
    b. The student supports claims using information gained from sources.
2. A strong response:
    a. References documents appropriately.
        i. Imperialism is the political, economic, and culture domination of one country over another. (Source A)
        ii. Reasons for colonization: weakening of kingdoms as a result of slave trade, Industrial Revolution providing need for these new lands, missionaries urging Africans to give up their traditional cultures and ways of life, (Source A) and to rid the continent of slavery (Source B)
        iii. Meetings such as The Berlin Conference and anti-slavery conference in Brussels guide European countries in colonization. (Source B)
        iv. Europeans were interested in the possession of raw materials and other desired natural resources (for example, rubber in the rainforest of the Congo and gold in Western Africa). (Source C)
        v. Impact of Berlin Conference on carving of Africa. (Source D-E)

vi. Describe the changing political landscape of Africa-there was minimal European presence in Africa in 1870, but by 1910, European powers had divided much of the continent amongst themselves and today effects of colonization can still be seen in the political makeup of the country. (Sources F-H)

b. Applies the provided evidence and provides additional information outside of the provided sources.
   i. Discuss impact of the Boer Wars in South Africa with the Zulu people
   ii. Apartheid in South Africa
   iii. Genocide in Rwanda
   iv. Slavery still present in South Sudan
   v. Diamond mining in Africa