



## Lesson Plans Digital Booklet

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# Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

# Unit Two

## *Studying Africa through Social Studies*

### Module Nine: African Economies

This module will introduce students to the economics of Africa. In accomplishing this goal, the learning activities will illustrate and increase student understanding of economic concepts that have been introduced in prior social studies classes.

Economics is the study of the production and distribution of wealth. Wealth is created by the production and distribution of goods and services. Economics can be studied at various levels or locations, for example, family/household, local community, state/province, nation, and global levels. The learning activities in this module will examine economic processes; that is, the production and distribution of goods and services, at the local, national, regional, and continental levels, and will emphasize Africa's economic global connections.

In addressing economic processes and practices in contemporary Africa, three underlying themes will be featured. First, economic systems and practices in Africa are historically situated. That is, to understand current economics students have to understand the historical contexts in which economic practices and relationships developed. Secondly, there is a great deal of economic diversity in Africa. And thirdly, Africa's economies are closely linked to the global economy.

# Module Nine

Wants and Needs

Food Production

Yoruba Case Study

Economics of Colonialism

Transportation

Zambia/Northern Rhodesia Case Study

Mali Case Study

Post-Colonial Economies

Globalization and Africa Economies

Summary

## Wants and Needs

Time Needed	Approximately 35 minutes
Prior Knowledge	Basic understanding of the terms: wants, needs, goods, services
Lesson Assessment	Formative: class discussion, work sheets
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society</i>
Materials Needed	Wants and Needs handout <sup>1</sup> , pencil, whiteboard

### Objectives

Students will be able to...

- Work together in small groups to formulate ideas
- Distinguish between wants and needs, and understand the central role they play in a national economy
- Compare the priorities of different national economies

Time	Learning Task	Methods or Procedures
2 mins	Students should work in groups of 3 or 4. The instructor will distribute one Wants and Needs handout per group.	Teacher passes out handout and gives instructions
8 mins	One member of the group will be the designated writer. The whole group will work together to brainstorm different goods and services that humans may want or need to live, and the writer will make a bulleted list. Fill out the chart as much as possible.	Group student work; teacher monitors and assists as needed
10 mins	Teacher draws the chart on the whiteboard at the front of the classroom. Groups take turns giving a few of the things they wrote down, which the teacher then writes on the board. After all the groups have shared, the teacher then asks if anyone else had anything different that they think should be added	Teacher led class discussion; students share their work.

<sup>1</sup> Handouts and Worksheets, pg. 25

	to the list.	
5 mins	<p>Teacher gives the following explanation:  <i>Some individuals need to focus on meeting just the basic needs of survival, while others have already had those needs met and are more concerned with fulfilling their wants. This also extends to national economies. In the richest countries, there may be individuals that struggle to have their basic needs met, but the focus of the national economy is to meet the wants of the larger group. In poorer countries, the national economy has to focus more on meeting basic needs.</i></p>	Teacher-based instruction; students listen to explanation.
10 mins	<p>Class discussion:  Teacher asks the following questions:  <i>Given the previous explanation, what do you think the national economy of the United States is focused on? How might this be different from what the national economy of different African countries are focused on? Do you think your own individual focus on wants and needs might be different from someone your own age living in an African country?</i></p>	Class discussion; teacher gives questions and lets students discuss the answers, giving further prompting if necessary.

## Food Production

Time Needed	Approximately 30 minutes
Prior Knowledge	Basic knowledge on the factors of production in economics (however, brief explanations will be given in the lesson).
Lesson Assessment	Formative: graphic organizers
Standards	<p>CCSS.ELA-Literacy.RH.6-8.7  <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>D2.Eco.3.3-5  <i>Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services</i></p> <p>D2.Eco.3.6-8  <i>Explain the roles of buyers and sellers in product, labor, and financial markets</i></p>
Materials Needed	Access to the Exploring Africa website, Production Graphic Organizers, pencil

### Objectives

Students will be able to...

- Use technology to read and find answers
- Fill out a graphic organizer to visually organize a lesson
- Understand the importance of food production, distribution, and consumption in the African economy
- Identify the many factors that go into food production

Time	Learning Task	Methods or Procedures
5 mins	Students receive graphic organizers and listen to instructions	Teacher passes out graphic organizers, and instructs students to get on Module Nine, Activity Two of Exploring Africa.
25 mins	Students get on Exploring Africa, and read the lesson on Food Production in activity two, filling out their graphic organizers as they go.	Individual student work; teacher monitors and assists as needed.



## Yoruba Case Study

Time Needed	Approximately 40 min
Prior Knowledge	None needed
Lesson Assessment	Formative: written work
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.WHST.6-8.9 <i>Draw evidence from informational texts to support analysis, reflection, and research</i>
Materials Needed	Paper, pencil, access to Exploring Africa website

### Objectives

Students will be able to...

- Describe economic specialization in early Yoruba kingdoms
- Analyze artifacts as a means of understand economic history
- Practice independent research skills
- Write a concise report on independent research

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and get on Exploring Africa	Teacher instructs students to get on Module Nine, Activity Three of Exploring Africa.
15 min	Students read the text of the activity.	Individual student work; teacher monitors and assists
20 min	Students complete the activity given under "Your turn." This should be a short, one page typed paper, succinctly explaining the significance and history of Benin Bronzes.	Individual student work; teacher monitors and assists

## Economics of Colonialism

Time Needed	Approximately 20 minutes (Optional: an additional 15 minutes)
Prior Knowledge	Basic knowledge of the Industrial Revolution in Europe and some knowledge of European colonialism in Africa (as explored in Module Seven) (Optional: completion of Module Seven B)
Lesson Assessment	Formative: worksheet, (optional: written response)
Standards	D2.Eco.15.6-8 <i>Explain the benefits and the costs of trade policies to individuals, businesses, and society</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.WHST.6-8.9 <i>Draw evidence from informational texts to support analysis, reflection, and research</i>
Materials Needed	Access to the Exploring Africa website, Economics of Colonialism worksheet <sup>3</sup> , pencil (Optional: KWL charts from Module Seven (B))

### Objectives

Students will be able to...

- Determine the motivational role that economics played in European colonization of Africa
- Understand how Africa’s wide range of resources play a role in the shaping of its history
- (Optional: Gain a better understanding of previous lessons by learning about a new topic)
- (Optional: reflect on their own learning and generate further inquiry)

Time	Learning Task	Methods or Procedures
5 min	Students receive worksheet, listen to instructions, and get on Exploring Africa.	Teacher led; teacher passes out Economics of Colonialism worksheet and instructs students to get on Module Nine, Activity Four of Exploring Africa.
15 min	Students read through the lesson on activity four, filling out their worksheet as they read.	Individual student work; teacher monitors and assists as needed.
Optional lesson extension <sup>4</sup> –tying it back to Module Seven (B)’s activities on Colonialism		

<sup>3</sup> Handouts and Worksheets, pg. 30

5 min	Students pull out their completed KWL (Know Want Learn) chart from the Module Seven (B): Colonial Exploration and Conquest in Africa activity.	Teacher instructs students to find their KWL charts
10 min	<p>Students reread their KWL chart, paying special attention to what they wrote in the Learn column. Students consider the following questions: <i>is there anything new that I learned in this economics lesson that I hadn't known about colonialism before? What was it? Knowing everything that I know now about colonialism and the economic factors that went it to it, have any new questions that I want to learn about colonialism arisen?</i></p> <p>Students write a response to these questions on a separate piece of paper.</p>	Individual student work; teacher monitors and assists as needed

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<sup>4</sup> Some parts of this lesson have been made optional due to the fact they are an extension of Module Seven. If your classroom has not done the activities of Module Seven (B), then the optional learning tasks are irrelevant.

## Transportation

Time Needed	Approximately 35 minutes
Prior Knowledge	Having completed previous lesson on economics
Lesson Assessment	Formative: class discussion, written work
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> D2.Eco.14.6-8 <i>Explain barriers to trade and how those barriers influence trade among nations</i> CCSS.ELA-Literacy.WHST.6-8.9 <i>Draw evidence from informational texts to support analysis, reflection, and research</i>
Materials Needed	Transportation worksheets <sup>5</sup> , Africa's Railroads Map <sup>6</sup> , Africa's Exports Map <sup>7</sup> , whiteboard, pencil, paper

### Objectives

Students will be able to...

- Understand the development of transportation systems in Africa in as a tool used in European colonialism
- Read maps to interpret information and draw accurate conclusions that support learning
- Critically analyze new information based on a basic understanding of African colonialism and economic principles
- Construct their own economically beneficial solutions

Time	Learning Task	Methods or Procedures
3 min	Students brainstorm answers to the question: <i>what are the different ways that we move goods from place to place throughout the world?</i>	Class discussion; teacher asks question and writes a list of answers on the board. If a student just says roads, you may want to ask them what specifically travels on the roads. Possible answers may include: roads/cars/trucks, rivers/oceans/boats, airplanes, railroads/trains
5 min	Students answer what they think would be the best way to travel from different examples of place-to-place that the	Class discussion; teacher gives an example and students answer what they think would be the most efficient way to ship goods from one place

<sup>5</sup> Handouts and Worksheets, pg. 31

<sup>6</sup> Handouts and Worksheets, pg. 32

<sup>7</sup> Handouts and Worksheets, pg. 33

	<p>teacher gives. Examples:  <i>What would be the most efficient way to ship a package from Michigan to Ohio?</i>  <i>What about from Maine to California?</i>  <i>From China to the United States?</i>  <i>From France to Spain?</i>  <i>From Maui to Hawaii (two Hawaiian islands)?</i></p>	<p>to another. Students should give a reason for their answer.</p>
20 min	<p>Students receive Transportation worksheet and the two maps. Using information from previous lessons, the map, and text from the worksheet, they answer the given questions on a separate piece of paper.</p>	<p>Individual student work; teacher hands out worksheets, and then monitors and assists as needed.</p>
7 min	<p>Students discuss their answers to the worksheet with the class.</p>	<p>Teacher led discussion; teacher asks for students to volunteer what they wrote for each question, keeping in mind that there is not a wrong answer. Teacher may then share the given answers in the Transportation Answer Key.</p>

## Zambia/Northern Rhodesia Case Study

Time Needed	Approximately 42 minutes
Prior Knowledge	Knowledge of the history of colonialism in Africa.
Lesson Assessment	Formative: group discussion, written response
Standards	<p>D2.Eco.15.6-8. <i>Explain the benefits and the costs of trade policies to individuals, businesses, and society.</i></p> <p>D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>CCSS.ELA-Literacy.RI.7.3 <i>Analyze the interactions between individuals, events, and ideas in a text.</i></p> <p>CCSS.ELA-Literacy.W.7.3 <i>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</i></p>
Materials Needed	Access to Exploring Africa website, pencil, paper

### Objectives

Students will be able to...

- Read and comprehend informational text
- Critically examine text and prompt further discussion based on a reading
- Understand the economic importance of Northern Rhodesia to the British during colonialism
- Integrate true information into an imagined narrative, to better understand history

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get on Module Nine, Activity Six of Exploring Africa.
10 min	Students read the text on The Story of Copper on Activity Six (stop reading when they reach the writing activity). While they read, or after they have finished, students take a slip of paper and write something about what they read. It could be a question they still	Individual student work; teacher monitors and assists as needed.

	have, a fact they found interesting, or something they want to discuss in more detail. (The paper should not have a name on it, but should be anonymous).	
10 min	Snowball Strategy: students then crumple up their sheet of paper with whatever they wrote on it into a ball. Taking caution not to throw their 'snowball' directly at anyone, students throw their ball across the room. Students retrieve a 'snowball' from the ground that is not their own. Students open the 'snowball', read it, and write a response to what the first student wrote. Students then throw their 'snowballs' and repeat the process one more time.	Individual student work; students work by themselves to respond to each other's thoughts on the pieces of paper. Teacher monitors and makes sure students are adhering to the safety rules.
10 min	Students throw and pick up a new snowball one final time. This time, the students get in small groups of 3 or 4 students each, and take turns sharing everything that is written on their snowball. Once they are finished, they may discuss anything they found interesting.	Small group work; students share out ideas. Teacher monitors and assists as needed.
10 min	Now that students have had a chance to think critically about the text, they respond to the writing prompt given at the end of Activity Six.	Individual student work; teacher monitors and assists as needed.

## Mali Case Study

Time Needed	Approximately 30 minutes
Prior Knowledge	Knowledge of the history of colonialism in Africa.
Lesson Assessment	Formative: written response
Standards	D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.7.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i>
Materials Needed	Access to Exploring Africa website, pencil, paper

### Objectives

Students will be able to...

- Read and comprehend informational text
- Make predictions based on evidence
- Write a clear and concise argument, using both fact and opinion.

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get on Module Nine, Activity Seven of Exploring Africa.
15 min	Students read through passage on Exploring Africa. Once they have finished, students may work with a partner to answer the six questions given at the end of the passage on a piece of notebook paper.	Individual or Partner work; teacher monitors and assists as needed. If needed, the teacher can find sample answers in the Answer Keys and Examples section of this booklet.
8 min	Once students have answered all six questions, they may click the link "What the French Did" at the end of Activity Seven. They should read this passage to find out whether or not their predictions were right.	Individual student work; students read the passage silently to themselves, teacher monitors.
5 min	Once students have read what the French actually did, and the consequences of this decision, they should write a couple of sentences	Individual student work; teacher gives instructions, and then students write a brief argument. Teacher monitors.



	<p>arguing whether the French made the right decision or if they should've chosen the other option. Would the consequences have better or worse if they had made a different decision? Students should give reason to support their argument.</p>	
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## Post-Colonial Economies

Time Needed	Approximately Two Days
Prior Knowledge	Completion of previous activities in Module Nine
Lesson Assessment	Formative: discussion, worksheet
Standards	<p>D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>CCSS.ELA-Literacy.SL.7.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly</i></p>
Materials Needed	Paper, pencil, Post-Colonial Group Packets <sup>8</sup>

### Objectives

Students will be able to...

- Explain different African Economic models before and after independence
- Analyze the relationship between historical context, natural resources, and GDP
- Use problem solving skills in a real world situation
- Practice speaking skills in a comfortable environment
- Process others' ideas to reach their own conclusions

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students are split into four groups. Each individual member gets a packet designated for their group (i.e. all members of group one get their own group one packet.	It is up to the teacher's discretion to assign groups. This can be done randomly, by just handing out a packet to each student, or students can be divided to best facilitate discussion based on teacher's judgement. Each student should get their own packet and sit with their group. Teacher reads the directions from the beginning of the packet out loud to the class.
15 min	Students read through the first part of their packets. When they reach the first Decision Making Problem, they work	Small group work; teacher monitors and assists as needed.

<sup>8</sup> Handouts and Worksheets, pg. 34-53

	with their groups to list reasons based on the instructions given. Then they stop and wait for further instruction.	
5 min	Class reorganizes into new groups so that every group has one member from each different group (i.e. each group will be comprised of a person from group one, a person from group two, a person from group 3, and a person from group 4). If there are an uneven number of students, some groups may have more than one student from the same group in them.	Teacher reorganizes the groups and gives instructions: "Your group is a council of expert economists, tackling the problem of economic underdevelopment in African countries. You all have slightly different ideas on what is good or bad for the economy. Take turns briefly explaining the strategy your group read about, and then outlining some reasons why it is a good or bad idea."
15 min	Students discuss the given prompt within their new groups.	Small group work; teacher monitors and facilitates
Day Two		
15 min	Students return to their original groups from the previous day, and complete the next reading in their packet. As a group, they make another list defending or arguing the given solution to the next problem, based on instructions given in their packet.	Small group work; teacher monitors and facilitates.
10 min	Short class debate; one member from group one briefly describes to the class what the solution for the second problem in their packet was. Another member from group one then gives a short argument on why they are for/against this solution. Next group two, shares their solution and argument, then group three, then group four, in the same fashion.	Whole class discussion; student led, teacher facilitates.
5 min	Teacher poses the prompt to the class; <i>All groups have given really good reasons both for and against Private Enterprises, and State Directed Control. What do you think a country would do if they like some parts of both solutions as well?</i>	Whole class discussion; teacher gives prompts, gives students a chance to answer. Teacher waits for someone to say something along the lines of combining the two ideas.
5 min	Teacher tells the class about Mixed Economies. <i>Mixed economies were a third option to African governments, which was a combination of private enterprises and control plans. Some areas of the economy would be set aside for state</i>	Teacher based instruction.

	<i>control and some would be set aside for private ownership. This option allows the government to attract capital from a larger variety of sources.</i>	
5 min	Students listen to instructions for homework.	Teacher instructs students to follow the instructions on the last page of their group pack to be completed at home
Homework		
20 min (at home)	Students answer questions on their worksheet	Individual student work; at home

## Globalization and Africa Economies

Time Needed	Approximately 45 minutes.
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: written work
Standards	<p>D2.Eco.14.9-12 <i>Analyze the role of comparative advantage in international trade of goods and services</i></p> <p>D2.Eco.15.9-12 <i>Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Access to the Exploring Africa website, paper, pencil.

### Objectives

Students will be able to...

- Read and comprehend informational text
- Explain globalization and its impact on the African continent
- Read and compare table and charts to supplement their learning
- Explain how African nations and other countries of the world are related through their economies

Time	Learning Task	Methods or Procedures
3 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get on Module Nine, Activity Nine of Exploring Africa.
20min	Students read the informational text on Activity Nine, and write down the answers to any questions given in the text on a sheet of notebook paper.	Individual student work; teacher monitors and assists as needed.
2 min	Activity break: this activity is very text and question heavy. Halfway (20 minutes) through the activity, students may take a two minute break. During this time, they may stand up, stretch, walk around the room, and have a quiet conversation with peers.	Full class break; teacher tells students they may get up and move around the room, and talk, but in two minutes they must go back to individual work. Teacher may want to put a timer or stopwatch up on the board so students may see how much time they have.
20 min	Students refocus on the text, and finish answering the questions in the activity.	Individual student work; teacher monitors and assists as needed.

## Summary

Time Needed	Approximately 35 minutes
Prior Knowledge	Completion of all previous activities in this module
Lesson Assessment	Formative: class discussion, written work
Standards	CCSS.ELA-Literacy.RI.6.1 <i>Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgement.</i>
Materials Needed	Paper, pencil, whiteboard

## Objectives

Students will be able to...

- Identify the most important ideas of a lesson
- Reflect on their own learning
- Work with peers to review a topic

Time	Learning Task	Methods or Procedures
3 min	Students get out a piece of paper and pencil and listen to instructions.	Teacher instructs students on the review activity. This is a way for students to reflect n everything they've learned about the African economy and pick out important ideas.
15 min	Students are given prompt: <i>Imagine you are a teacher who just taught this entire unit on African economies. You now have to write a test/quiz for your students to show what they've learned. Use the main ideas from this lesson to write a 3-5 questions on what you think are the most important things your students should have learned. These questions should be in short answer format, not multiple-choice.</i>	Individual student work; teacher gives prompt, monitors, and assists as needed
5 min	Pair share: students find a partner, and take turns asking each other their test questions; the partner gives an answer out loud. The student who asked the question should give the correct answer.	Partner work; students discuss ideas with a partner, teacher monitors.
5 min	Students find a new partner and do the same share again.	Partner work; students discuss ideas with a partner, teacher monitors.
5 min	Final summary: teacher asks the class to	Full class discussion; students brainstorm and

	share what they thought the main ideas of the lesson were. Teacher writes these on the board. (Answers may include: globalization, colonialism, slave trades, or other key ideas on economics in Africa.)	teacher writes ideas on the whiteboard.
2 min	Teacher reminds students that further review on the topic can be found on Exploring Africa, Module Nine Activity Ten.	Teacher based instruction.

# Handouts and Worksheets

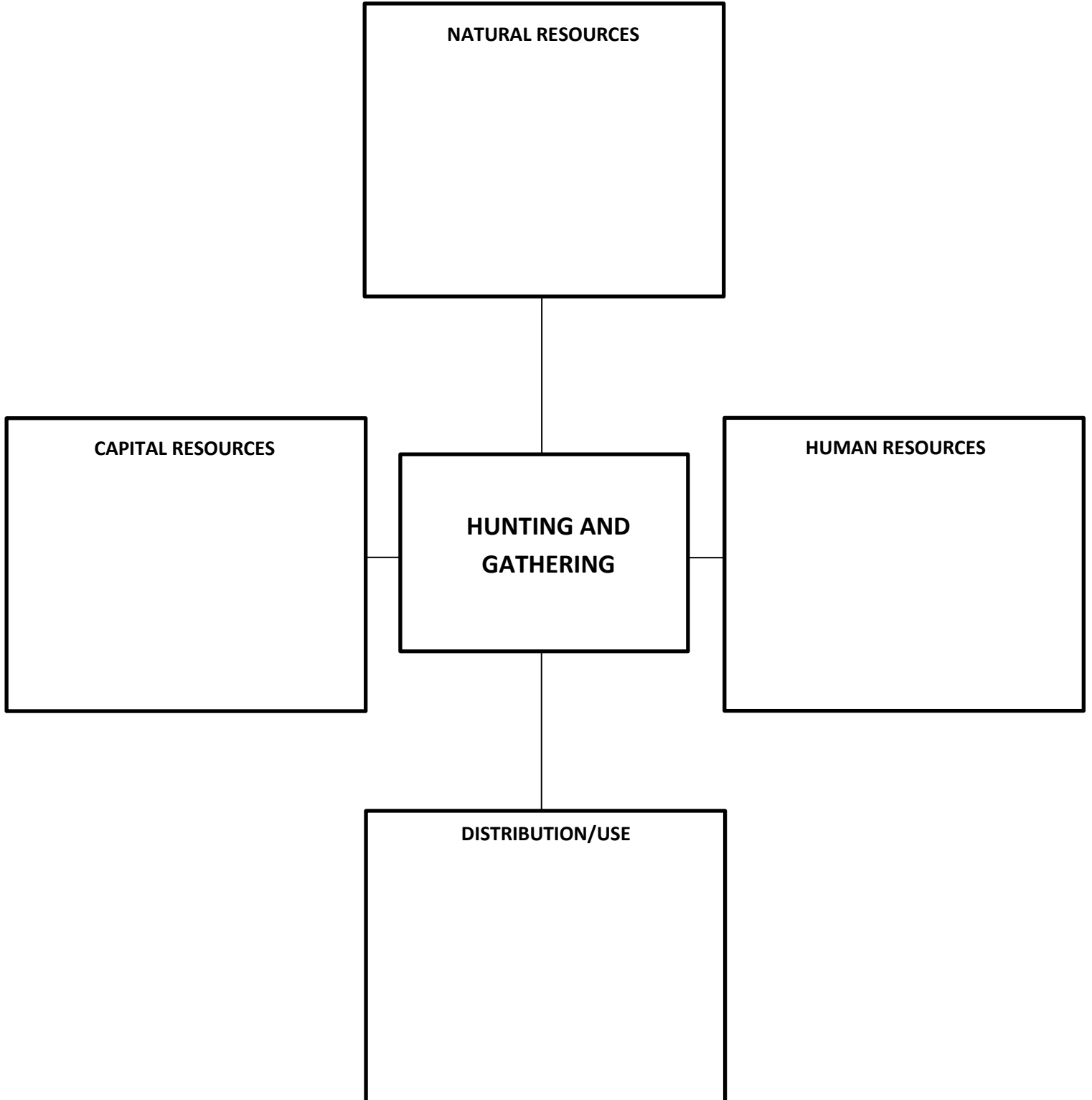
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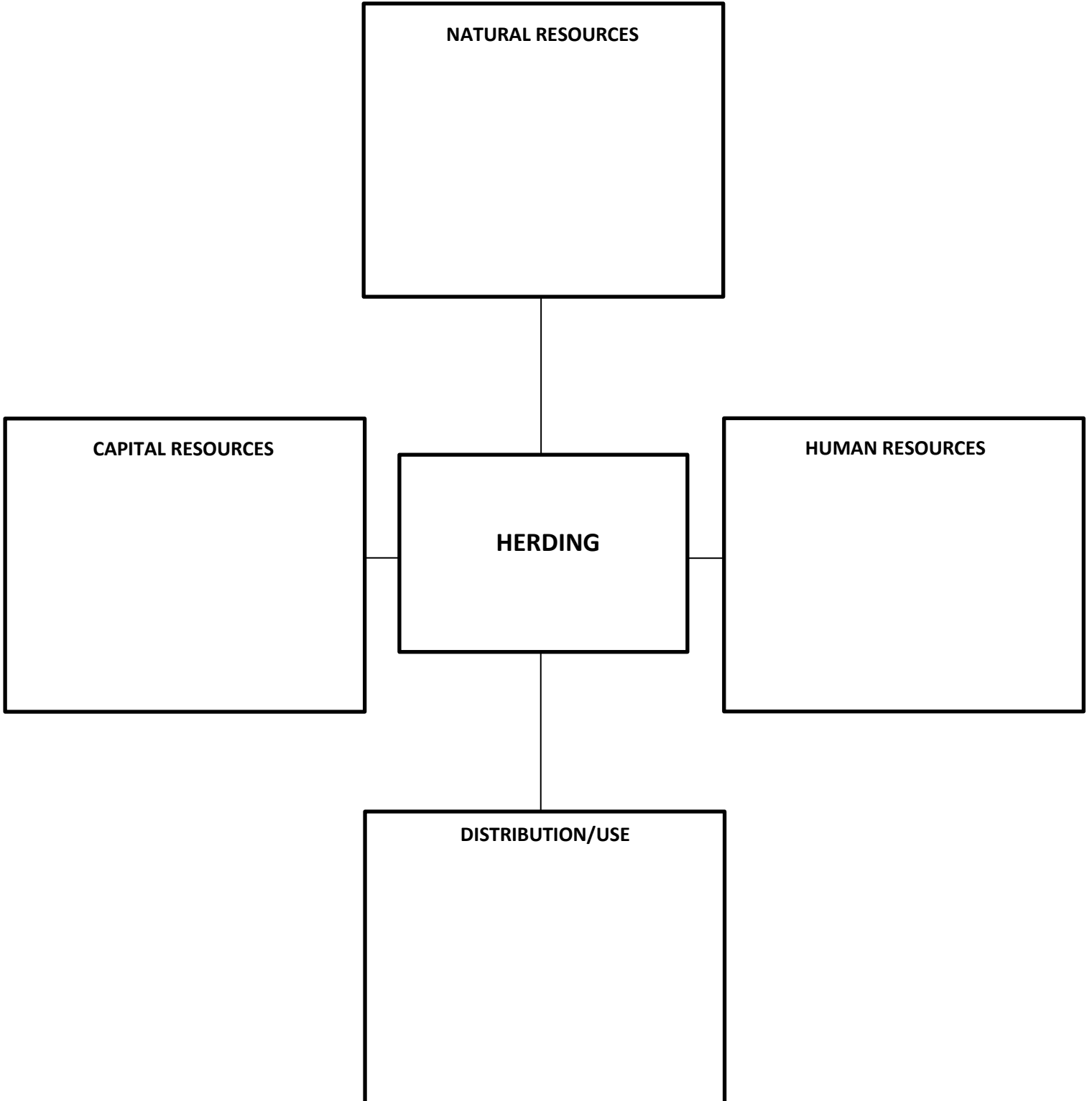
## Wants and Needs

	WANTS	NEEDS
GOODS		
SERVICES		

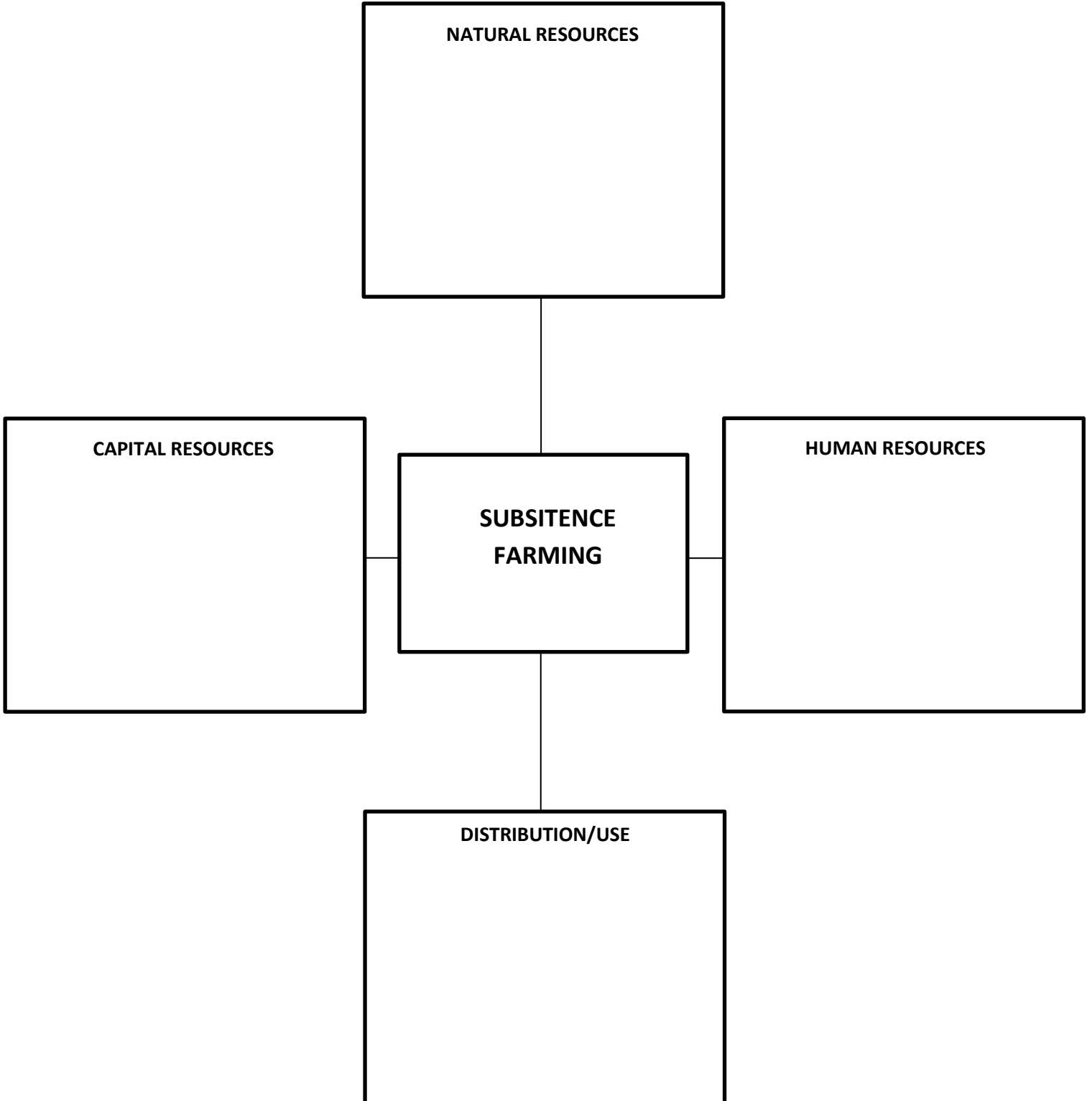
Production Graphic Organizers (1)



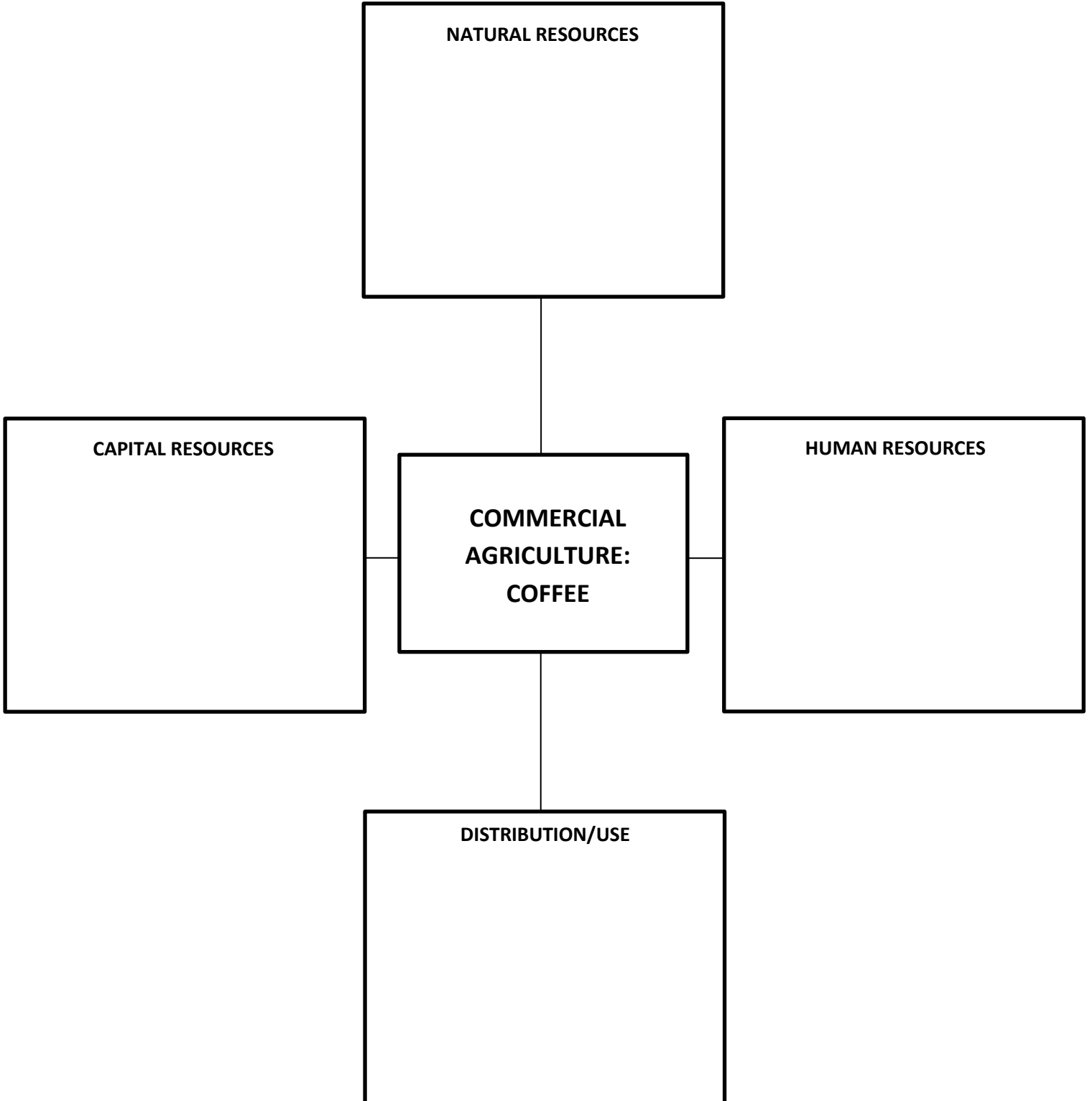
## Production Graphic Organizers (2)



Production Graphic Organizers (3)



Production Graphic Organizers (4)





## Transportation Worksheet

**Directions:** Use the maps on railroads and colonial exports in Africa, the following text, and what you have learned in previous lessons to answer the questions at the end of this worksheet. **Note that these questions do not necessarily have one right answer, but instead want you to engage critically in thinking about what you already know about European colonialism and its connection to the development of transportation in Africa.**

Roads, railroads, and river transportation are essential components of economic growth through the movement of goods, services, and people. Modern economic systems are dependent on the efficient movement of goods, services, and people. You can learn about an economic system by studying its transportation system.

Railways were an important method of transporting goods and people in Africa. Although Africa has many great rivers, rapids and waterfalls make many of these rivers unsuitable for long-distance transportation. Consequently, colonial governments and commercial companies sponsored the development of railroads as a primary method of transporting agricultural and mineral resources.

Answer the following questions on a separate piece of paper. **Note that these questions do not necessarily have one right answer, but instead want you to engage critically in thinking about what you already know about European colonialism and its connection to the development of transportation in Africa. Your responses should be well thought out.**

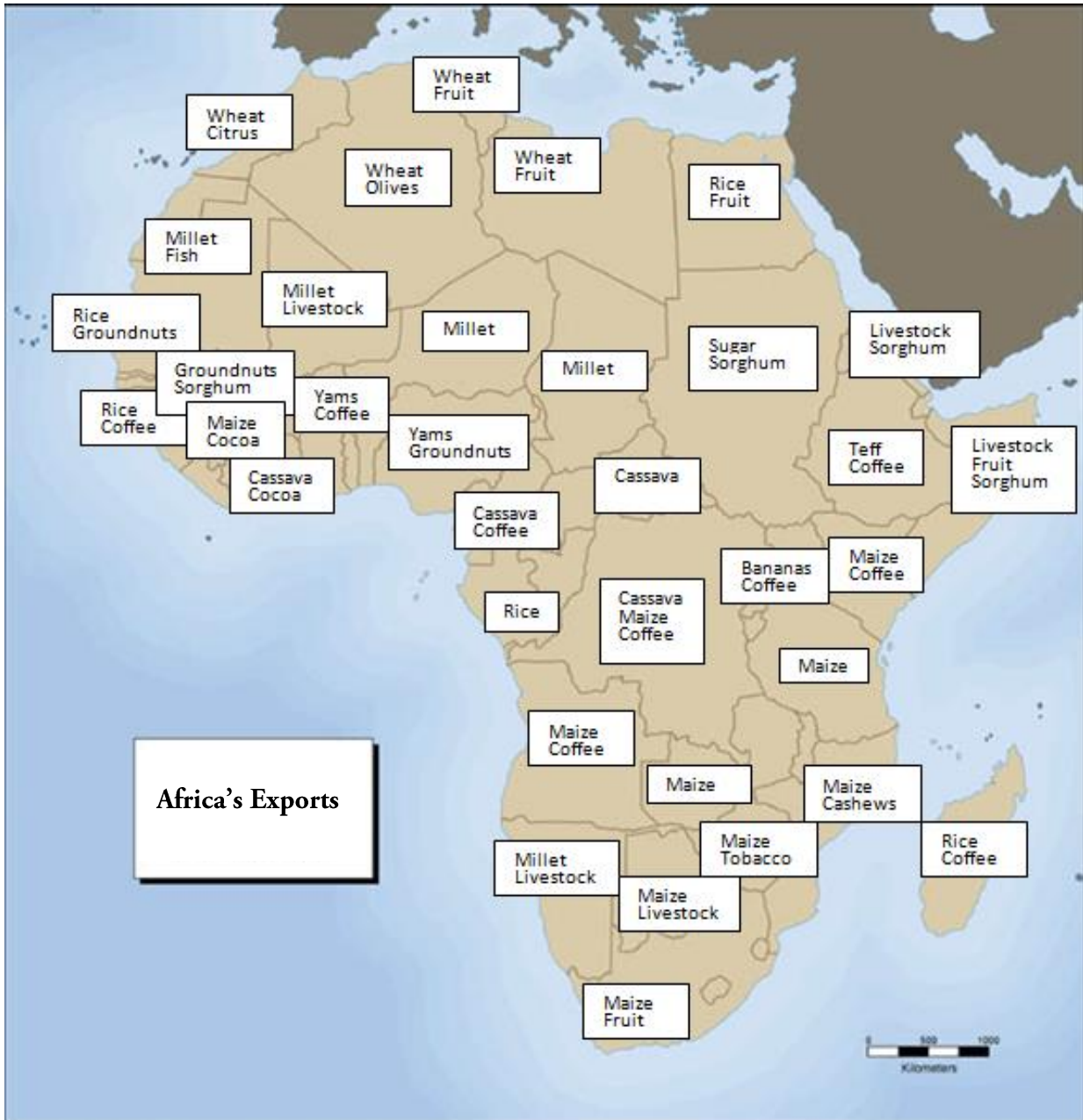
1. Looking at the railroad map, what can you conclude about railroad development in Africa?
2. What region(s) has the most developed rail system? Why do you think this is?
3. What region(s) has the least developed rail system? Why do you think these regions lacked rail development?
4. What products in Africa needed railroads for movement?
5. If you were a transportation planner, in what other areas in Africa would you build railroads? Are there alternatives to rail transport that might be more economical? Give reasons for your answer.

Africa's Railroads Map





## Africa's Exports Map

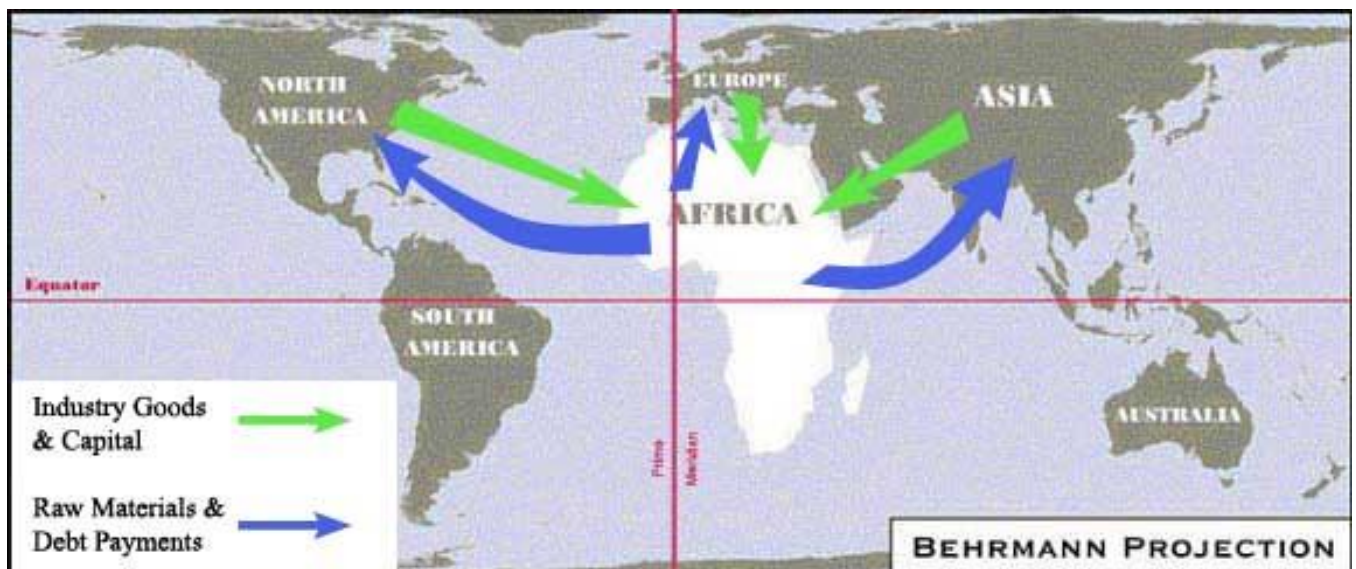


## Group One

**Directions:** *Individually, read the text on the following pages. When you reach a page that says **Decision Making**, work with your group to answer any given problem. When you reach a **STOP**, wait for further instructions to be given before moving on to the next page. You, both as an individual, and in the context of a group, will be presenting information and making an argument to your classmates on different economic policies.*

## Post-Colonial Economies

### Post-Colonial Global Connections Map



As you have learned in other modules on history, African colonies gained their independence from European colonial powers beginning in 1951 (Libya) and ending with the transition to majority rule in South Africa (1994). Regardless of how and when African countries gained their independence, most countries were economically underdeveloped.

Although each independent African country had unique economic features, most countries inherited similar economic structures from their colonial experience. To understand the economic situation in contemporary post-colonial Africa, it is important to remember the economic structures inherited from the colonial era.

## Group One (cont.)

1. Most African economies at independence were centered on the production and export of a single commodity, be it agricultural or mineral. Economists label economies that are dependent on a single commodity as *mono-economies*. You have learned that in order for economies to develop, *specialization* and *diversification* are essential. Independent African governments had to develop strategies for economic diversification and specialization. This was not an easy task given that the colonial economic systems were not oriented to diversification.
2. Most African countries inherited under-developed commercial, transportation, and communication infrastructures. Economic diversification and growth is dependent in part on developed networks of communication and transportation that facilitate the easy movement of goods, services, capital and labor.
3. You know from your study of the factors of economic production that one of the most important factors of economic production and economic growth is people. All production depends on human labor. Specialized production is dependent on a skilled and educated workforce. However, most colonial governments spent very little money on schooling. Consequently at independence, African countries faced a severe shortage of skilled people, an absolute necessity for economic growth and development. To give just one example, at independence in 1960, the Congo (Democratic Republic), a country the size of the United States east of the Mississippi River, had fewer than 20 college graduates!

These are some of the economic realities confronting African governments at independence. In addition to these harsh realities, African countries wanted desperately to address legitimate needs and aspirations of their citizens. As you will remember, central concerns of the nationalist movements were the lack of economic opportunity and social justice. Pro-independence nationalist leaders, responding to the aspirations of the people, demanded greater access to schooling, more adequate health care and housing, safe drinking water, and economic opportunities, just to list the most important demands. Having championed these demands, the first post-colonial governments had to make an attempt to deliver on these aspirations. However, meeting these aspirations would necessitate huge government expenditures, which in turn would be dependent on government revenues. Government revenues come primarily from taxing the productive sectors of the national economy. So, it comes back to economic growth and development. To meet the legitimate aspirations of the people, economic growth and development are essential.

## Group One (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Defend** the strategy, giving reasons why it would have been **good** for countries to follow an import-substitution policy. Jot down some notes to help you remember, using extra scratch paper if needed.*

On achieving political independence, African governments clearly had to develop and enact policies that would stimulate economic growth and which would help citizens meet their social and economic aspirations.

**Problem:** Following the advice of many international economic experts, including professionals from the *World Bank* and the *International Monetary Fund*, leaders of African countries established policies aimed at strengthening their economies through diversification. However, there are a number of different strategies which governments can take in attempting to promote economic development. In the 1960s and 1970s, international economists promoted two competing strategies for generating economic growth and development.

**Strategy One:** Economic growth and diversification through import substitution. Economists promoting this plan pointed out, that most African countries were *mono-economies*, and, as such, these countries were dependent on importing almost all of the non-food items they consumed. An import substitution policy would promote diversification and growth through a strategy that would lessen dependence on expensive imports. An added benefit to this strategy, according to its proponents, was the emphasis on *industrialization*. They pointed out that economic development occurred in Europe, Japan and North America through industrialization. Import substitution, proponents asserted, would promote diversification through industrialization.

### Notes:

**Stop. Do not go on to the next page until you have been given instruction to do so.**

## Group One (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Argue against** the strategy, giving reasons why it would have been **bad** for countries to adopt a private enterprise. Jot down some notes to help you remember, using extra scratch paper if needed.*

**Problem Two:** Once African governments made the decision on which model of economic growth to follow, they were confronted with an additional economic dilemma of how to fund/finance their development plan. Large infusions of capital would be needed for either the development of import substitution or export generating industries.

The question of funding economic projects was closely tied to the issue of ownership of economic resources. Whoever owned economic resources would have primary responsibility for raising money to finance the project under consideration. By the same token, those who owned productive resources would control the profits generated by the industry. In the 1960s, African governments had a number of different options for raising capital to fund development that were directly connected to issues of ownership.

**Solution One: *Private Enterprise:*** Private enterprise (capitalism) is a system in which economic resources, such as land, natural resources, commerce, and industry, are privately owned by individuals or groups of individuals. If African countries at independence were to follow a private enterprise strategy, resources such as land and minerals would belong to individuals or privately owned companies. In private enterprise, companies or individuals owning resources are responsible for raising capital (funds) necessary to begin or expand production. Colonialism, of course, left most African countries with little local capital. Consequently, if a free-enterprise strategy were to be implemented, African governments and local businesses would have to raise capital from outside the country, primarily from international businesses located in Europe, Japan, and North America. To attract international investments, African governments would need to have policies attractive to potential investors. For example, property rights would be guaranteed and companies would have the right to do whatever they wished with their profits, including sending them out of the country. This approach raised some concerns. Would international businesses be willing to re-invest some of their profits within the country, or would they send most of their profits out of the country? Would these businesses be willing to invest in their workforce by supporting education, health care, and housing? Or would their primary concern be the making of profit? How different would this system be from the colonial economic system that was primarily interested in the export of raw materials and not in diversified development?

## Group One (cont.)

### Homework:

Directions: get on Module Nine, Activity Eight of Exploring Africa. Scroll to the end of the page until you reach the “Your Turn” section. Use tables One, Two, and Three to answer the nine questions in the red box, which are also given on this page. You may need to write on a separate piece of paper.

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1. Which African country has had the highest rate of Average Annual GDP growth over the past thirty five years? Look back at the map that records the primary products and exports of African countries. What is/are the primary exports of this country?
2. Have more countries' GDPs annually grown by more than five percent or less than five percent? Have any countries annual GDP percent growth dropped instead of risen?
3. Look at the earlier map that identifies [natural resources](#) and exports. Identify three countries that export petroleum. How rapidly did their GDP grow over the last thirty five years?
4. Look at the earlier map that identifies [natural resources](#). Identify five countries whose primary export is an agricultural product. How rapidly did their GDP grow over the last thirty five years?
5. Based on the information you retrieved in answering the previous questions, what relationship, if any, is there between primary export and economic growth, as measured by GDP?

Study Table Three carefully and answer the following questions:

1. Which African country has the highest per capita GDP?
2. Make a list of the African countries whose per capita GDP was less than \$500 per year in 1997.
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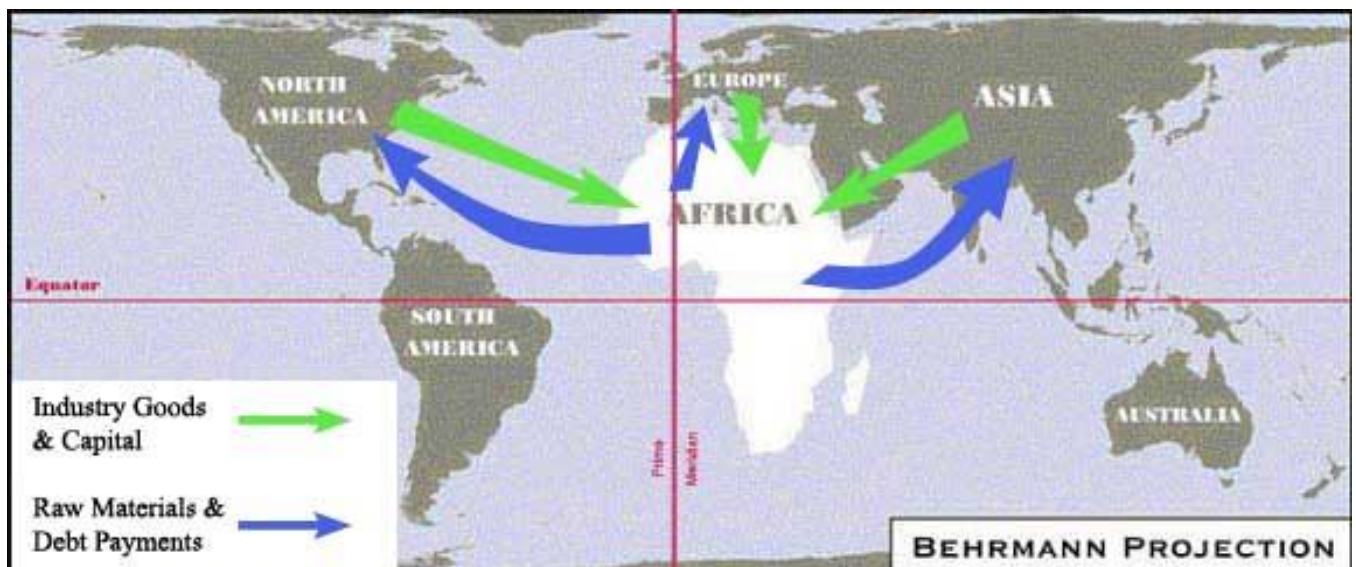


## Group Two

**Directions:** *Individually, read the text on the following pages. When you reach a page that says **Decision Making**, work with your group to answer any given problem. When you reach a **STOP**, wait for further instructions to be given before moving on to the next page. You, both as an individual, and in the context of a group, will be presenting information and making an argument to your classmates on different economic policies.*

## Post-Colonial Economies

### Post-Colonial Global Connections Map



As you have learned in other modules on history, African colonies gained their independence from European colonial powers beginning in 1951 (Libya) and ending with the transition to majority rule in South Africa (1994). Regardless of how and when African countries gained their independence, most countries were economically underdeveloped.

Although each independent African country had unique economic features, most countries inherited similar economic structures from their colonial experience. To understand the economic situation in contemporary post-colonial Africa, it is important to remember the economic structures inherited from the colonial era.

## Group Two (cont.)

1. Most African economies at independence were centered on the production and export of a single commodity, be it agricultural or mineral. Economists label economies that are dependent on a single commodity as *mono-economies*. You have learned that in order for economies to develop, *specialization* and *diversification* are essential. Independent African governments had to develop strategies for economic diversification and specialization. This was not an easy task given that the colonial economic systems were not oriented to diversification.
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## Group Two (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Argue against** the strategy, giving reasons why it would have been **bad** for countries to follow an import-substitution policy. Jot down some notes to help you remember, using extra scratch paper if needed.*

On achieving political independence, African governments clearly had to develop and enact policies that would stimulate economic growth and which would help citizens meet their social and economic aspirations.

**Problem:** Following the advice of many international economic experts, including professionals from the *World Bank* and the *International Monetary Fund*, leaders of African countries established policies aimed at strengthening their economies through diversification. However, there are a number of different strategies which governments can take in attempting to promote economic development. In the 1960s and 1970s, international economists promoted two competing strategies for generating economic growth and development.

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### Notes:

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## Group Two (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Defend** the strategy, giving reasons why it would have been **good** for countries to adopt a private enterprise. Jot down some notes to help you remember, using extra scratch paper if needed.*

**Problem Two:** Once African governments made the decision on which model of economic growth to follow, they were confronted with an additional economic dilemma of how to fund/finance their development plan. Large infusions of capital would be needed for either the development of import substitution or export generating industries.

The question of funding economic projects was closely tied to the issue of ownership of economic resources. Whoever owned economic resources would have primary responsibility for raising money to finance the project under consideration. By the same token, those who owned productive resources would control the profits generated by the industry. In the 1960s, African governments had a number of different options for raising capital to fund development that were directly connected to issues of ownership.

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## Group Two (cont.)

### Homework:

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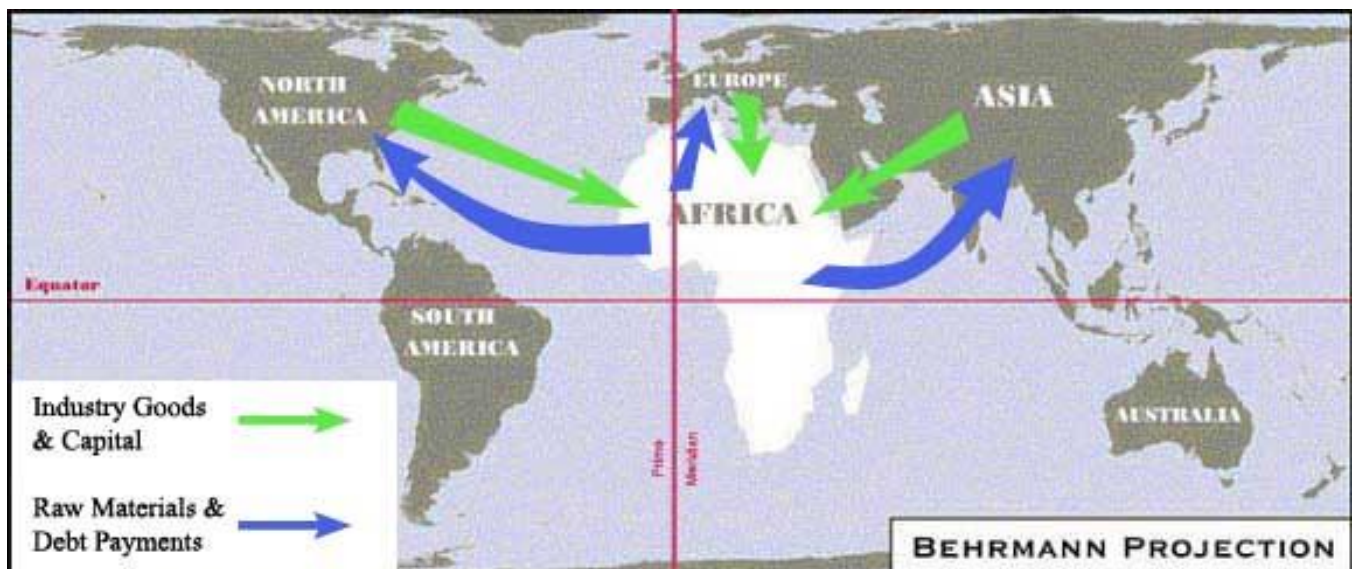
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4. Based on the information contained in these two tables, how would you describe the overall growth and African economies over the past thirty five years as measured by GDP?

## Group Three

**Directions:** *Individually, read the text on the following pages. When you reach a page that says **Decision Making**, work with your group to answer any given problem. When you reach a **STOP**, wait for further instructions to be given before moving on to the next page. You, both as an individual, and in the context of a group, will be presenting information and making an argument to your classmates on different economic policies.*

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### Post-Colonial Global Connections Map



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Although each independent African country had unique economic features, most countries inherited similar economic structures from their colonial experience. To understand the economic situation in contemporary post-colonial Africa, it is important to remember the economic structures inherited from the colonial era.

### Group Three (cont.)

1. Most African economies at independence were centered on the production and export of a single commodity, be it agricultural or mineral. Economists label economies that are dependent on a single commodity as *mono-economies*. You have learned that in order for economies to develop, *specialization* and *diversification* are essential. Independent African governments had to develop strategies for economic diversification and specialization. This was not an easy task given that the colonial economic systems were not oriented to diversification.
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## Group Three (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Defend** the strategy, giving reasons why it would have been **good** for countries to follow an export-promotion policy. Jot down some notes to help you remember, using extra scratch paper if needed.*

On achieving political independence, African governments clearly had to develop and enact policies that would stimulate economic growth and which would help citizens meet their social and economic aspirations.

**Problem:** Following the advice of many international economic experts, including professionals from the *World Bank* and the *International Monetary Fund*, leaders of African countries established policies aimed at strengthening their economies through diversification. However, there are a number of different strategies which governments can take in attempting to promote economic development. In the 1960s and 1970s, international economists promoted two competing strategies for generating economic growth and development.

**Strategy Two:** Economic growth and diversification through *diversification of exports*. Economists promoting this perspective argued that the development of import substitution industries was very expensive, noting that postcolonial African governments did not have the financial resources to finance industries. Moreover, these economists argued that there would not be sufficient interest on the part of international business to invest in new industries in Africa. As an alternative strategy, they promoted the diversification of the exports through the development of new exports—exports of goods that could be inexpensively produced in Africa. These economists believed that through the export of agricultural and mineral products, African economies would build up a surplus of profits, called *foreign reserves*, which could be used to invest in further economic diversification and growth.

### Notes:

**Stop. Do not go on to the next page until you have been given instruction to do so.**

## Group Three (cont.)

### Decision Making:

*As a group, read the following problem and possible strategy for solving the problem. **Argue against** the strategy, giving reasons why it would have been **bad** for countries to adopt a State Directed Control. Jot down some notes to help you remember, using extra scratch paper if needed.*

**Problem Two:** Once African governments made the decision on which model of economic growth to follow, they were confronted with an additional economic dilemma of how to fund/finance their development plan. Large infusions of capital would be needed for either the development of import substitution or export generating industries.

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**Solution One:** An option available to African leaders at independence was that of state control. A system of state control would give the state ownership of a country's natural resources. This system would allow the new government to develop an economic plan that was in line with what it felt was in the best interest of the country. In this system, the government would be responsible for raising the capital necessary for the development of new, or expansion of existing, businesses. How would the government raise capital? There were four potential sources of revenues. First, the governments could try to raise funds for investment through taxation. However, since African economies at independence were underdeveloped, there was little potential for raising necessary funds through taxation. Second, governments could borrow money from international lenders, either private banks or from non-private institutions like the *World Bank*. However, given that banks are a product of the free enterprise system, banks might be reluctant to loan large sums of monies to fund state controlled projects or businesses. Third, African governments could appeal to richer countries to provide them with grants (gifts of money targeted at a specific project) to help fund economic projects. While a number of Asian, European, and North American governments were willing to provide some development assistance, would these countries be willing to supply the large amount of money needed to stimulate economic development? Fourth, African governments could encourage international businesses to undertake joint business ventures in which the business would provide capital and expertise, while governments would provide natural resources and labor.



## Group Three (cont.)

### Homework:

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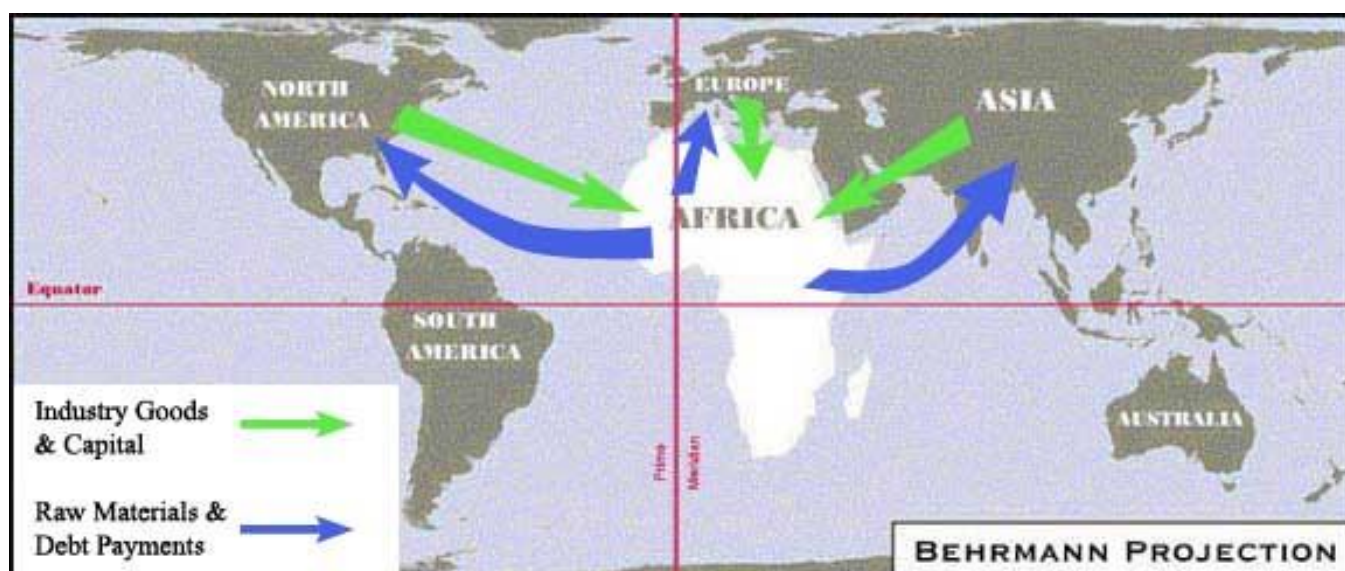


## Group Four

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## Group Four (cont.)

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## Group Four (cont.)

### Decision Making:

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**Strategy Two:** Economic growth and diversification through *diversification of exports*. Economists promoting this perspective argued that the development of import substitution industries was very expensive, noting that postcolonial African governments did not have the financial resources to finance industries. Moreover, these economists argued that there would not be sufficient interest on the part of international business to invest in new industries in Africa. As an alternative strategy, they promoted the diversification of the exports through the development of new exports—exports of goods that could be inexpensively produced in Africa. These economists believed that through the export of agricultural and mineral products, African economies would build up a surplus of profits, called *foreign reserves*, which could be used to invest in further economic diversification and growth.

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Study Table Three carefully and answer the following questions:

1. Which African country has the highest per capita GDP?
2. Make a list of the African countries whose per capita GDP was less than \$500 per year in 1997.
3. In how many African countries did the per capita GDP stay the same or actually decline over the past thirty five years? Most of these countries experienced growth in their GDP but a decline in their per capita GDP. How do you explain this difference?
4. Based on the information contained in these two tables, how would you describe the overall growth and African economies over the past thirty five years as measured by GDP?

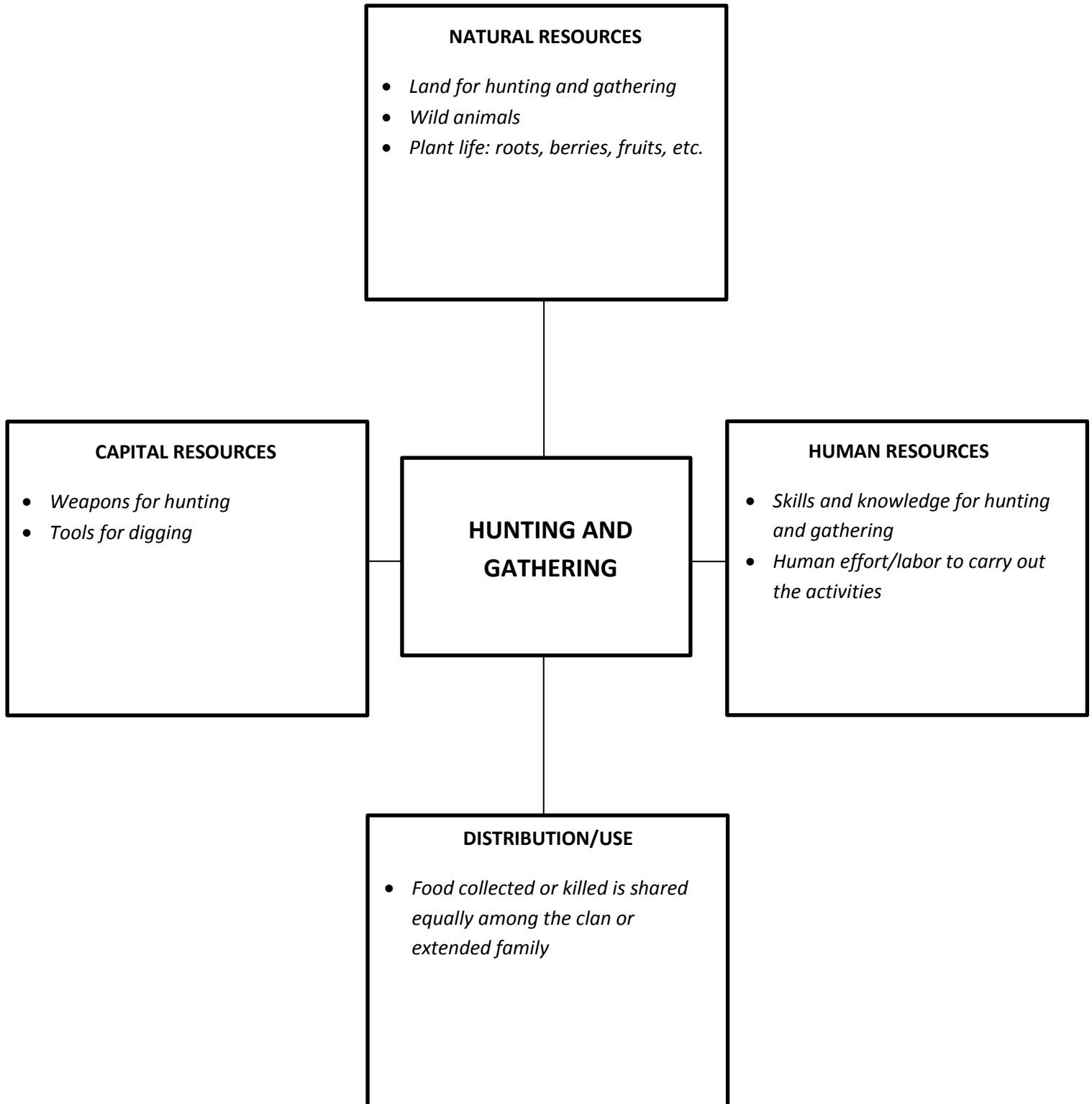
# Answer Keys and Examples

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## Wants and Needs

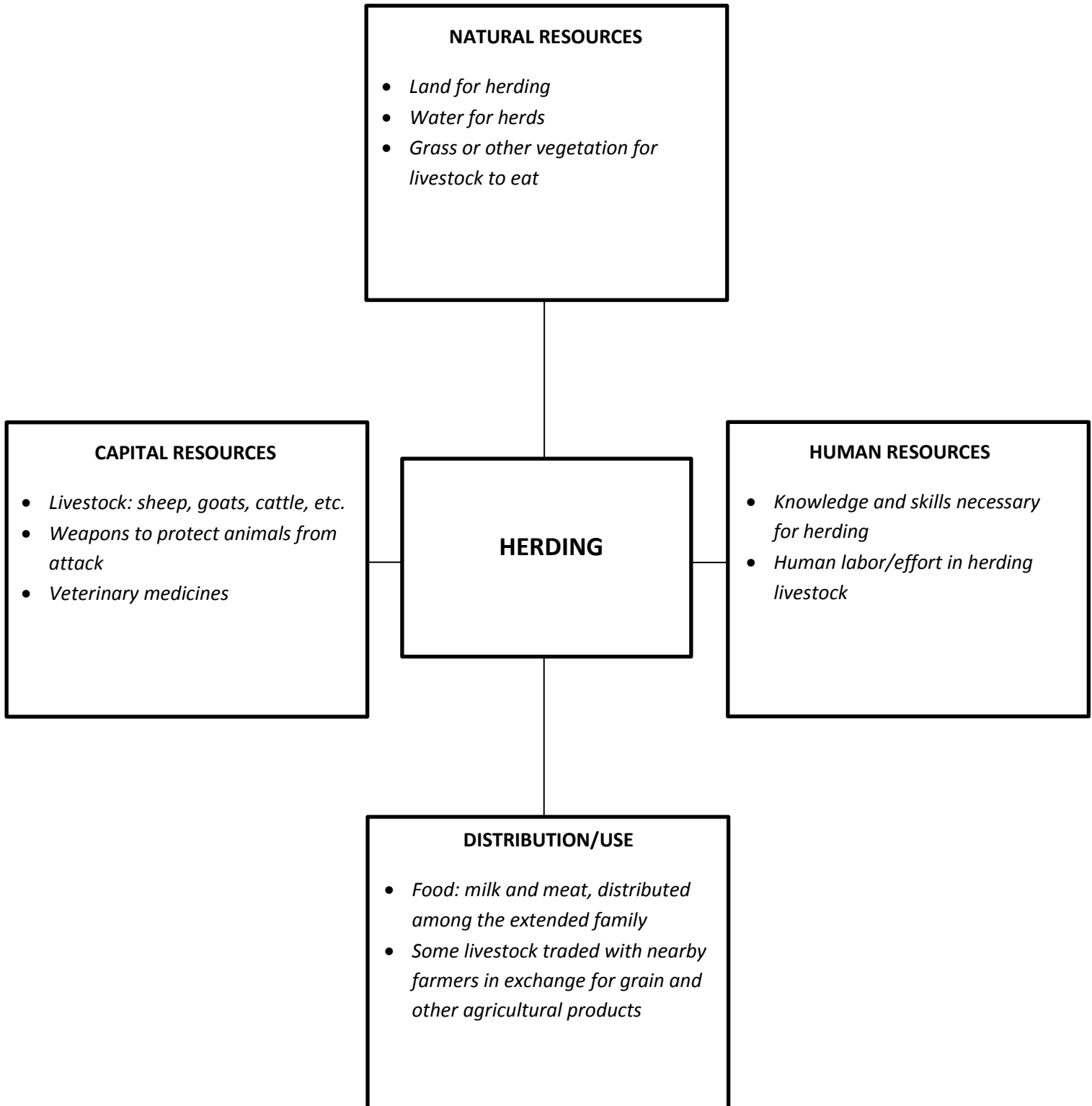
	<b>WANTS</b>	<b>NEEDS</b>
<b>GOODS</b>	Possible Answers: <ul style="list-style-type: none"><li>• <i>Video games</i></li><li>• <i>Music</i></li><li>• <i>Television</i></li><li>• <i>Toys</i></li><li>• <i>Cell phones</i></li></ul>	Possible Answers: <ul style="list-style-type: none"><li>• <i>Water</i></li><li>• <i>Food</i></li><li>• <i>Shelter/Housing</i></li><li>• <i>Clean Air</i></li><li>• <i>Clothing/Shoes</i></li></ul>
<b>SERVICES</b>	Possible Answers: <ul style="list-style-type: none"><li>• <i>Fancy restaurants</i></li><li>• <i>Salons/spas</i></li><li>• <i>Amusement parks</i></li><li>• <i>Malls</i></li><li>• <i>Movie theaters</i></li></ul>	Possible Answers: <ul style="list-style-type: none"><li>• <i>Medical care</i></li><li>• <i>Police</i></li><li>• <i>Firemen</i></li><li>• <i>Education</i></li></ul>

## Production Graphic Organizers (1)

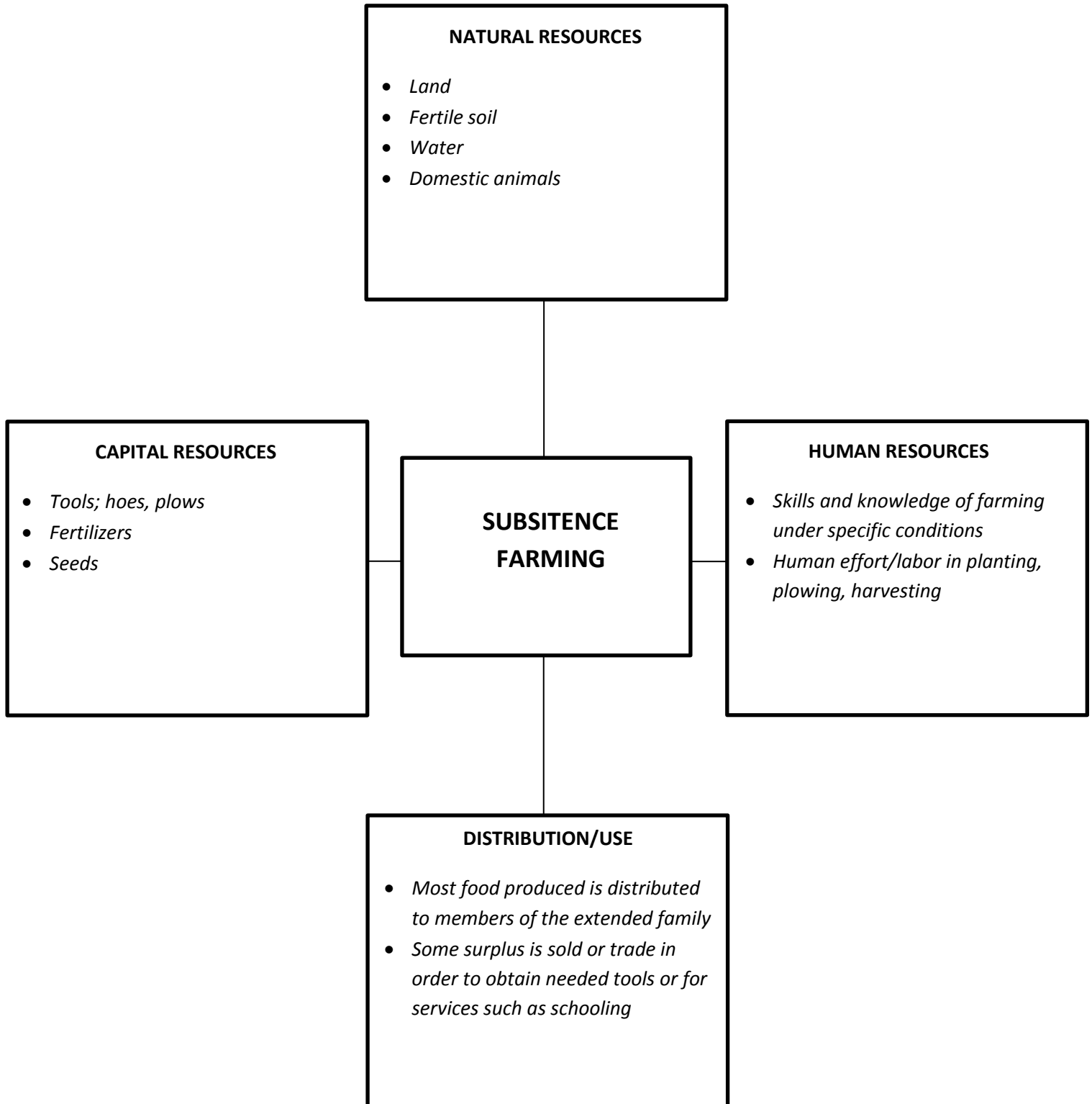




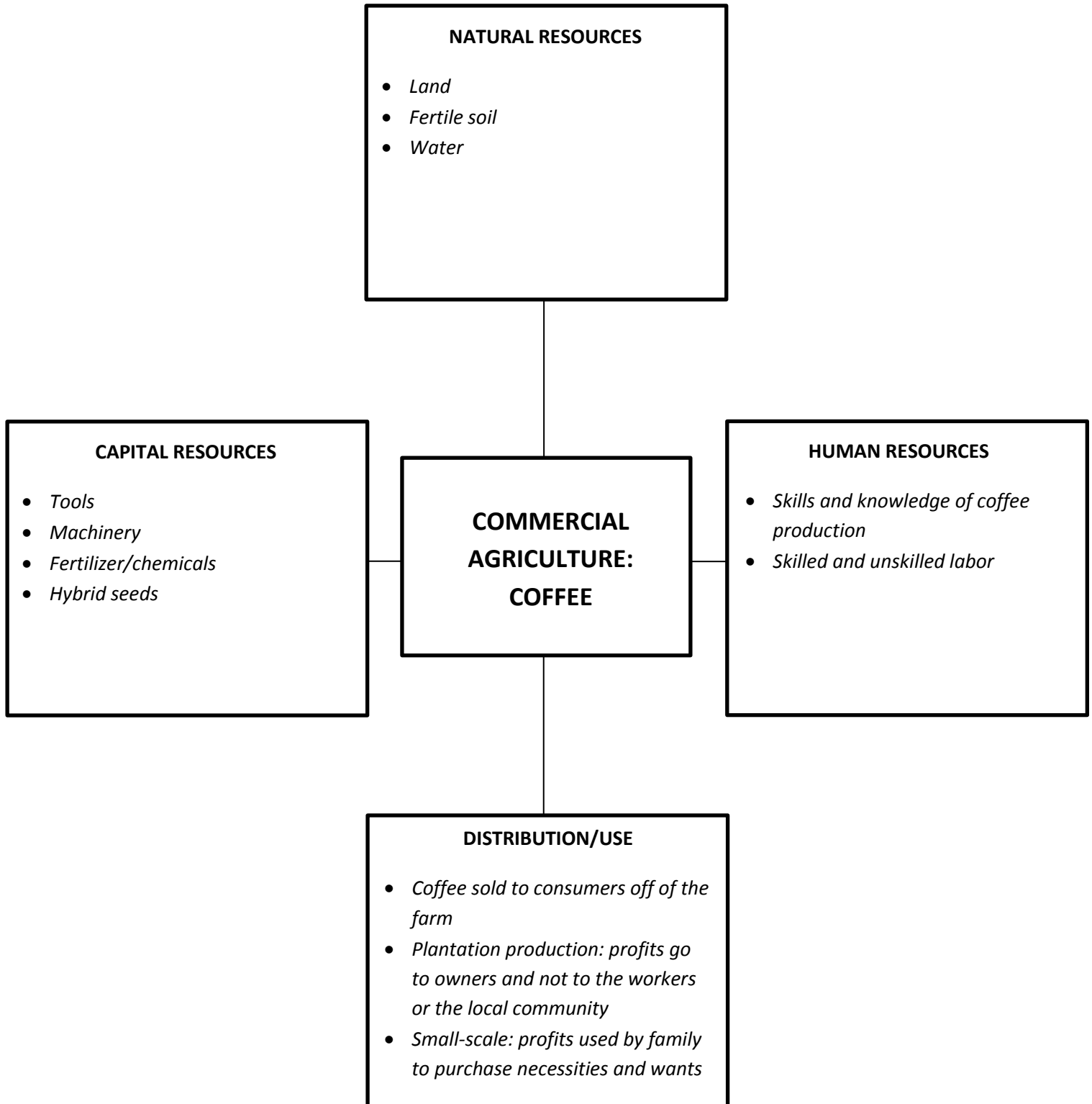
## Production Graphic Organizers (2)



## Production Graphic Organizers (3)



## Production Graphic Organizers (4)



## Economics of Colonialism

*Give three different economic related reasons why European countries colonized Africa. Give a brief explanation for each reason in your own words.*

Answers will vary for the descriptions as they are to be written in the student words, but the general concept should be the same.

1. Demand for Raw Materials: With the onset of the Industrial Revolution in Europe, there was a dire need for raw materials to continue the rise of production. Since Europe lacked raw materials, they had to rely on imports, and colonization was a way to guarantee there wouldn't be any competition for material.
2. Need for Markets: The Industrial Revolution did not only mean that more goods were being produced; it also meant that there needed to be a larger market to sell the produced goods in. Colonizing in Africa guaranteed that there would be more international markets available.
3. Commerce, Christianity, Civilization: at the time, many Europeans believed that Africans were uncivilized, and the way to develop them was through the introduction of Christianity and commerce.

*Identify the five different modes of economic activity in colonial Africa. Give at least one example of each mode.*

Answer:

1. Mineral Exploitation: copper
2. Large Scale Agricultural Production: coffee, tea, tobacco, beef
3. Small Scale Agricultural Production: cash crops –groundnuts, cocoa, cotton, coffee, tobacco, peanuts
4. Supply of labor: humans used as miners or farmers
5. Mixed Economies: diversified economy with mineral, agricultural, and manufacturing industries

*According to the Primary Revenue Generating Products map at the end of the lesson, what product seemed to be most abundant in Africa? What product was there the least of?*

Answers can vary based on opinion – 'seems to be.'

For example, glancing at the map can tell you that maize was more abundant than fish or rice

## Transportation

Note that there is not a 'correct' answer to the questions. These are meant to stimulate critical and analytical thinking.

*Looking at the railroad map, what can you conclude about railroad development in Africa?*

Answer: Students may note that almost all of the railroads in Africa run from the interior to the coast. There are very few inland railroad connections. This reflects that railroads were expensive to build. Therefore, they were purposefully built so that their main use was to take raw materials from the interior of Africa to the coast, so that they could be shipped to Europe.

*What region(s) has the most developed rail system? Why do you think this is?*

Answer: Southern, Central, and Eastern Africa have the most extensive rail systems. This reflects several factors, such as the need to get materials from Southern and Central Africa to the coast for shipment to Europe. The rail systems in Southern and Eastern Africa also reflect the importance of European settler agriculture in these areas. In East and Southern Africa, commercial trading companies partnered with colonial regimes to build railroads to stimulate European settlement and agriculture.

*What region(s) has the least developed rail system? Why do you think these regions lacked rail development?*

Answer: The Sahel regions of North and West Africa and part of the interior of West Africa have the least developed rail systems. These areas were 'poor' in terms of resources valuable enough to export to Europe. Colonial powers were unable and unwilling to expend money necessary to build expensive rail systems into areas where there would be little financial pay-off for the investment. Mo

*What products in Africa needed railroads for movement?*

Answer: minerals and export cash crops such as coffee

*If you were a transportation planner, in what other areas in Africa would you build railroads? Are there alternatives to rail transport that might be more economical? Give reasons for your answer.*

Student answers will vary. However, consider that it may be cheaper to expand alternative transportation routes, such as road systems, which would also be more accessible to small scale farmers and business owners.

## Mali Case Study

*List all the reasons you can think of that would support the development of large plantation-like cotton farms in Mali.*

Answer: There are a number of potential advantages to large-scale cotton production that students might mention: facilitation of direct control over all aspects of production and exportation of cotton; facilitation of large-scale production of cotton; uniformity of production procedures; etc.

*Now list all the reasons you can think of that would make this a poor decision.*

Answer: Disadvantages: need for investment in large farms to develop infrastructure –money would have to come from French businesses or the Colonial government; having to alienate (force purchase) large areas of fertile land from existing farms (likely to be strongly resisted by Malians); a need for a large number of workers to provide labor for farms (also likely to be strongly resisted); large farms would need expensive European supervisory personnel.

*List all the reasons you can think of that would support the strategy to emphasize small farm production of cotton.*

Answer: Advantages: working with the farmers, many of whom already grow cotton; would not necessitate large-scale investment in infrastructure; would not necessitate the purchase or alienation of land; would make use of existing family labor systems on the farms.

*Now list all the reasons you can think of that would make this a bad decision.*

Answer: Disadvantages: substitution of cotton for needed food crops (potential food shortages, mal-nutrition); rapid depletion of soil fertility –which impacts future production of food and other cash crops; no guaranteed price for crop –often small or no profits from cotton; farmer resistance to government pressure to change their production practices.

*Look over these lists. Based on your evaluation, what decision do you think the French colonial government made? Why do you think that they made this decision?*

Answer: student opinion will vary, and there is no wrong prediction. However, what the French actually decided was to encourage small-scale production of cotton. This decision was made primarily on financial considerations. Small-Scale cotton production would be less expensive, requiring a much smaller state and private investment than plantation type production of cotton.

*Economic decisions lead to consequences, some of which may be unintended. What do you think some of the consequences, good and bad, of this decision may have been?*

Answers will vary depending on how students answered the previous question. Students should think of the goals that the colonial powers had, and the reactions of the Malians to this decision.

They may also think of the changes that increased cotton production could have on the agricultural market –will food availability decrease if cotton production increases?