



## 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 Seven (A): African History until 1500**

This module will discuss some of both the more well-known and less well-known points of interest throughout the history of Africa until the arrival of the Europeans in Sub-Saharan Africa in the 15<sup>th</sup> century CE. This period of African history has often been grossly misrepresented as timeless, stagnate, and primitive. In an attempt to better represent early African history, this module will look at its richness, diversity, and dynamism. Much historical work has been done recently to try to portray the early history of Africa more accurately.

### **Module Seven (B): African History 1500 to the Present**

This module will discuss the more recent history of Africa from approximately the 15<sup>th</sup> century to the present. This period of African history is marked by European involvement in Africa –first through the early trade era (including the Atlantic Slave Trade), then through colonialism, and finally during the era of African independence. This module will look at some of the motivations, methods, and impacts of European involvement in Africa.

# Module Seven (A)

How Do We Know Africa has a History?

The Great Egyptian Civilization

The Great West African Kingdoms

The Kingdom of Great Zimbabwe

Bringing it All Together

## How Do We Know Africa has a History?

Time Needed	30 Min.
Prior Knowledge	None needed
Lesson Assessment	Formative: writing, class discussion, worksheet
Standards	<p>CCSS.ELA-Literacy.RH.11-12.6  <i>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</i></p> <p>D2.His.10.6-8.  <i>Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</i></p> <p>D2.His.6.6-8.  <i>Analyze how people's perspectives influenced what information is available in the historical sources they created.</i></p>
Materials Needed	How Do We Know Africa Has a History worksheet <sup>1</sup>

### Objectives

Students will be able to...

- Name different tools and strategies that historians use to learn about the past
- Determine the limitations of historical sources and their interpretations

Time	Learning Task	Methods or Procedures
10 Min.	<p>Introduce the following writing prompt to students:</p> <p><i>Imagine you have just been sent to a city in Africa to learn about its history. Upon arriving in the city, how would you begin to learn about the history? What historical tools and strategies might you use to learn about the past? Write about your plan, describing as many strategies as you can think of.</i></p>	Individual student work; teacher gives prompt and encourages students to write for full 5 minutes.
5 Min.	<p>With a small group, students share some of their own ideas for discovering the history of the city. Send a volunteer from the group to write a few of the group's answers on the board.</p>	Small groups; teacher monitors.
5 Min.	<p>Ask the class the following question</p> <p><i>If each of you actually carried out your</i></p>	Class discussion; teacher gives prompts and allows students to answer.

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

	<i>plan for learning about the city, would you each discover the same history? Why or why not?</i>	
10 Min.	Pass out worksheet, students read and answer questions.	Individual or partner student work. Teacher monitors and assists as needed.

## The Great Egyptian Civilization

<b>Time Needed</b>	Approximately 40 Min.
<b>Prior Knowledge</b>	Having completed How Do We Know Africa has a History lesson
<b>Lesson Assessment</b>	Formative: completed worksheet and timeline
<b>Standards</b>	<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>CCSS.ELA-Literacy.RH.9-10.3  <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>D2.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p>
<b>Materials Needed</b>	The Great Egyptian Civilization worksheet <sup>2</sup> , The Great Egyptian Timeline <sup>3</sup> , Access to the Exploring Africa website, pencil

### Objectives

Students will be able to...

- Describe events from the Great Egyptian Civilization
- Use technology to read and find answers
- Fill out a timeline to help visually organize the lesson

Time	Learning Task	Methods or Procedures
5 Min.	Students receive both worksheet and timeline, receive instructions, and get on Exploring Africa.	Individual student work: teacher distributes worksheet and timeline to each student and gives instructions to get on Module Seven (A), Activity Two of Exploring Africa, and read through the text while filling out both the handout and the timeline. Teacher monitors and assists as needed.
20 Min.	Students read the entire text and answer questions on the worksheet first.	Individual student work; teacher monitors and assists as needed.
15 Min.	Students fill out the timeline second.	Individual student work; teacher monitors and assists as needed.

<sup>2</sup> Handouts and Worksheets, pg. 26

<sup>3</sup> Handouts and Worksheets, pg. 27



## The Great West African Kingdoms

<b>Time Needed</b>	Approximately 22 Minutes
<b>Prior Knowledge</b>	Having completed How Do We Know Africa has a History lesson
<b>Lesson Assessment</b>	Formative: Graphic organizer
<b>Standards</b>	<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>CCSS.ELA-Literacy.RH.9-10.3  <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>D2.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p>
<b>Materials Needed</b>	Great West African Kingdoms Graphic Organizer <sup>4</sup> , access to Exploring Africa website, writing utensil

### Objectives

Students will be able to...

- Describe the different Great West African Kingdoms and compare events from them
- Use technology to read and find answers
- Fill out a graphic organizer to help visually organize the lesson

Time	Learning Task	Methods or Procedures
2 Min.	Students receive the graphic organizer, receive instructions, and get on Exploring Africa.	Individual student work: teacher distributes graphic organizer to each student and gives instructions to get on Module Seven (A), Activity Three of Exploring Africa, and read through the text while filling out the graphic organizer. Teacher monitors and assists as needed.
20 Min.	Students read the entire text and fill out the graphic organizer	Individual student work; teacher monitors and assists as needed.

## The Kingdom of Great Zimbabwe

<b>Time Needed</b>	Approximately two days
<b>Prior Knowledge</b>	Completion of previous lessons in this module, some knowledge of propaganda
<b>Lesson Assessment</b>	Formative: written work, participation
<b>Standards</b>	<p>CCSS.ELA-Literacy.W.6.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i></p> <p>CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
<b>Materials Needed</b>	Access to Exploring Africa website, pencil, paper, Great Zimbabwe worksheets

### Objectives

Students will be able to...

- Describe the Kingdom of Great Zimbabwe, the Great Lakes region, and the Congo Forest
- Use technology to read and find answers
- Form an opinion based on evidence from text
- Collaborate with peers in order to creatively present information in front of the class
- Understand the uses for propaganda

Time	Learning Task	Methods or Procedures
<b>Day One</b>		
5 Min.	Students receive worksheet, receive instructions, and get on Exploring Africa.	Individual student work: teacher gives instructions to get on Module Seven (A), Activity Four of Exploring Africa, and read through the text. After they finish reading they may answer the questions on the worksheet. Teacher monitors and assists as needed. (Students should ignore the writing assignment instructions on the website, and instead follow directions on their own worksheets!)
40 Min.	Students read the entire text of the	Teacher monitors and answers questions as

	activity on the website, and then respond to the two writing prompts on the worksheet. If needed, students may finish the writing assignment on the worksheet at home, and return with it the next day.	needed. The first question on the worksheet does not need to be answer in more than two to four sentences, but encourage students to have at least a page written for the second question.
Day Two		
5 Min.	The teacher introduce the term “propaganda” to the class and ask if anyone knows the meaning or can give any examples	Teacher asks the question and waits for student responses. After an appropriate answer is given, or no one in the class has an idea of the meaning of the term, give the definition. <i>Propaganda is the spreading of ideas, information, or rumors to promote or publicize a particular cause or point of view. During wartime it was used to inspire troops or create hatred of the enemy. During the Oregon Trail, it was used to make people want to move West.</i>
3 Min.	Students receive instructions from the teacher about creating a 30-second commercial.	Teacher gives instructions: <i>In the olden days, most propaganda took the form of posters, newspaper stories, and word of mouth. Today, however, we have many ways of communicating ideas such as through websites, social media, and television. In the times of the great civilizations and kingdoms of Africa, television did not exist. Today, your task is to consider what a television commercial/ad might look if it had existed then. Using your paper that you wrote yesterday, you’ll create a 30 second – one minute commercial to present in front of the class on why someone should move to either a highly centralized, powerful state, or a more locally governed region. Your performance should include reasons someone would want to live there, based on what you’ve read on the Exploring Africa website and wrote about in your paper.</i>
2 Min.	Class splits into two groups: Those who wrote about living in a centralized state move to one half of the room, and those who wrote about living in a locally governed region move to the other half. Smaller groups to create commercials are then chosen within those groups.	Teacher instructs students to move to sides of the room based on their written opinion. Teacher then splits students off into groups of three-four students each, where each group has all written about the same opinion.
10 Min.	Students get into their groups and start sharing the different ideas they had in their own papers. One student may want	Student group work; teacher walks between groups, making sure each is on track, and assists as needed.

	<p>to be a note-keeper, and keep track of a list of reasons someone would want to move to and live in their location. Students can also discuss reasons one might not want to live in the other location as a valid reason for moving. Students may also focus their commercial if they wish to by choosing a specific location such as Great Zimbabwe or the Sahara Desert.</p>	
15 Min.	<p>Students start working on their commercials. Students may want to first brainstorm ideas for an advertisement. Then students may begin preparing and rehearsing their commercial. They may use props from around the room as needed.</p>	<p>Student group work; teacher walks between groups, making sure each is on track, and assists as needed. Make sure every group member is a participant in the commercial.</p>
2 Min.	<p>Final rehearsal: students have two minutes to do a final run through of their commercial before it is presented in front of the class.</p>	<p>Group work; teacher monitors.</p>
5-8 Min.	<p>Performance: groups take turns performing their commercials in front of the class.</p>	<p>Teacher facilitates order of group performance and watches.</p>
5 Min.	<p>Teacher asks the class the following questions:  <i>Did anyone change their opinion from what they originally wrote based on the commercials? Why? What were some pros and cons of living in a powerful state? What about a locally governed region?</i></p>	<p>Class discussion</p>

## Bringing it All Together

<b>Time Needed</b>	Approximately 15 Minutes
<b>Prior Knowledge</b>	Completion of the previous activities in this module
<b>Lesson Assessment</b>	Formative: worksheet
<b>Standards</b>	<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.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>D2.His.9.6-8  <i>Classify the kinds of historical sources used in a secondary interpretation</i></p>
<b>Materials Needed</b>	Bringing it All Together Worksheets, pencil, access to Exploring Africa website

### Objectives

Students will be able to...

- Name different tools and strategies that historians use to learn about the past
- Use technology to read and find answers
- Organize information using a chart
- Discuss points of interest in early African history

Time	Learning Task	Methods or Procedures
2 Min.	Students receive worksheet and instructions.	Teacher distributes worksheet and instructs students to get on Module Seven (A) of the Exploring Africa website to fill out the chart on the worksheet, using information from the texts in all the previously completed activities.
13 Min.	Students fill out chart, referring to information on Exploring Africa as needed.	Individual student work; teacher monitors and assists as needed.

# Module Seven (B)

The Atlantic Slave Trade

Colonial Exploration and Conquest in Africa

The Practice and Legacy of Colonialism

Resistance, Nationalism, and Independence

## The Atlantic Slave Trade

Time Needed	Approximately two days
Prior Knowledge	Basic knowledge of slavery in the United States Basic calculator skills –adding, multiplying, dividing
Lesson Assessment	Formative: participation, worksheets
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.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> D2.His.14.6-8 <i>Explain multiple causes and effects of events and developments in the past</i>
Materials Needed	Calculator, People Not Numbers Directions Sheet <sup>7</sup> , Atlantic Slave Trade Paintings <sup>8</sup> , Atlantic Slave Trade Reading Guide <sup>9</sup> , projector, whiteboard, paper, pencil, access to the Exploring Africa website

### Objectives

Students will be able to...

- Forge a compassionate link to the large amount of victims of the slave trade
- Map origins and destinations of African slaves
- Understand how the Atlantic Slave Trade began, operated, and came to an end
- Explain the short-term and long-term impacts of the Atlantic Slave Trade

Time	Learning Task	Methods or Procedures
Day One: Introduction to the Slave Trade		
5 Min.	Teacher asks students to think about the number 15 million. What does it represent? Have you ever seen 15 million of anything? Students listen to instructions for next activity.	Whole class; teacher asks questions. After, teacher directs students to get out a sheet of paper and a pencil. Teacher explains that they will have five minutes to list the names of as many friends, family members, schoolmates, and acquaintances in the community that they can think of. They don't have to spell the names perfectly, but the list should be as complete and accurate as possible.
5 Min.	Students list as many names of people	Individual student work; teacher monitors the

<sup>7</sup> Handouts and Worksheets, pg. 31

<sup>8</sup> Handouts and Worksheets, pg. 32

<sup>9</sup> Handouts and Worksheets, pg. 33-34

	they know as possible for five straight minutes.	time, or sets a timer, and students put down their pencils at the end of the time.
5 Min.	Teacher asks the class to write a short response on the same sheet of paper to the following prompt: <i>What would the impact on your life be if all of these people were suddenly torn from your life forever?</i>	Individual student work; teacher gives prompt and monitors student work.
5 Min.	Students make sure there are no repeats on their list, and then write down the total number of names on the top of their sheets. One at a time, students share their number with the teacher, who adds up all of the students' numbers on a calculator, and then writes the class total on the board. The teacher then passes out the People, Not Numbers Directions Sheet. Everyone in the class, including the teacher, follows the instructions on the sheet to calculate how long it would take on average to write the names of everyone captured on the slave trade.	Whole class; students give answers to the teacher. Everyone works to find the answer. Once many have finished, the teacher shares the answer s/he calculated, and sees if the class agrees with it.
15 Min.	Teacher asks the class the following question: <i>How long do you think the list of names would be? Why is it important that we realize 15,000,000 isn't just a number, but that it's actual individual people? Think back to what you wrote about the impact on your own individual life if your list of people disappeared forever. What do you think the impact of 15,000,000 people being torn away from their homes forever would be like, on the people and continent left behind?</i>	Whole class discussion; teacher asks questions and facilitates discussion.
5 Min.	Teacher displays the Atlantic Slave Trade Paintings on the projector for the class. Students write down their response to the following prompt: <i>Describe what you see happening in the paintings. Write down at least ten emotions you might feel as a person that was captured as a slave on the trade.</i>	Individual student work; teacher encourages student to respond fully to the prompt.
Day Two: History of the Slave Trade		
5 Min	Students receive Atlantic Slave Trade	Individual student work; teacher passes out



	Reading Guide, listen to instructions, and get on Exploring Africa.	reading guide and instructs students to get on Module Seven (B) Activity One of Exploring Africa.
25 Min	Students read the text passages on Exploring Africa, and fill out their reading guide as they go. The second page of the worksheet includes exploring one of the given links provided in the activity. Students who finish their worksheets before the rest of the class should explore some of the other websites linked at the end of the activity.	Individual student work. Teacher monitors, answers questions as needed, and prompts students who finish early to continue exploring the history on the other websites listed in the activity.
10 Min	Class discussion: <i>How did you feel during the past two days while learning about the Slave Trade? Are there still unresolved issues from the Slave Trade and slavery in the Americas today?</i>	Whole class discussion; teacher facilitates

## Colonial Exploration and Conquest in Africa

<b>Time Needed</b>	Approximately 40 minutes
<b>Prior Knowledge</b>	None needed
<b>Lesson Assessment</b>	Formative: discussion, chart, worksheet
<b>Standards</b>	<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.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>D2.His.14.6-8  <i>Explain multiple causes and effects of events and developments in the past</i></p>
<b>Materials Needed</b>	African Languages Map <sup>10</sup> , Colonial Exploration Reading Guide <sup>11</sup> , projector, pencil, paper, access to the Exploring Africa website

### Objectives

Students will be able to...

- Discuss the causes and effects of European colonialization in Africa
- Think critically about how Africa today is different because of colonialism
- Organize information using a chart
- Assess and monitor their own learning and generate further inquiry

Time	Learning Task	Methods or Procedures								
5 min	Students create a Know, Want, How, Learn chart on a piece of paper for the topic of Colonialism in Africa, after listening to instructions on how to do so from teacher.	<p>Individual student work; teacher gives instructions to class on how to complete a Know, Want, How, Learn chart.</p> <p>Students draw a chart with four columns like the sample below.</p> <p style="text-align: center;"><b>Colonialism in Africa</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Know</th> <th>Want</th> <th>How</th> <th>Learn</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>In the Know column students list things that they already know about what colonialism is,</p>	Know	Want	How	Learn				
Know	Want	How	Learn							

<sup>10</sup> Handouts and Worksheets, pg. 35

<sup>11</sup> Handouts and Worksheets, pg. 36-37

		<p>and colonialism specifically in Africa.</p> <p>In the Want column, students write down what they want to know about colonialism and colonialism in Africa, including any questions they have.</p> <p>In the How column, students write down different ways they think they could find the answers to their questions.</p> <p>The Learn column is to be left blank for now.</p>
5 min	Teacher asks students to share some of the things they already know and what they want to find out.	Class discussion; teacher facilitates
2 min	Teacher gives the class the following definition: <i>Colonialism is generally defined as the occupation and control of one nation by another. European nations have colonized many areas of the world, including North America.</i>	Teacher led instruction
3 min	Teacher displays African Languages Map on the projector and asks the class the following question: <i>this map lists colonial languages that are spoken in various nations of Africa. By looking at the languages listed, which European countries do you expect were involved in colonizing Africa?</i>	Whole class discussion; teacher displays map and asks question. Students will most likely give the obvious answers: Great Britain, France, Spain, Portugal, Germany, and Italy. Teacher can point out that people in Belgium also speak French, and some of the French speaking countries were colonized by the Belgians.
20 min	Students receive reading guide, listen to instructions, and get on Exploring Africa.	Teacher passes out reading guides and instructs students to get on Module Seven (B) Activity Two of Exploring Africa. Students can start reading at the header " <b>Colonial Conquest in Africa</b> " and ignore instructions in the text for student activities in favor of completing the activities on their reading guides.
5 min	Students return to their Know, Want, How, Learn chart and fill in the final column with things they have learned in this lesson.	Individual student work; teacher gives instructions and monitors class work.

## The Practice and Legacy of Colonialism

<b>Time Needed</b>	Approximately 40 minutes
<b>Prior Knowledge</b>	Completion of Colonial Exploration and Conquest in Africa lesson
<b>Lesson Assessment</b>	Formative: discussion, chart
<b>Standards</b>	<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.His.1.6-8  <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>D2.His.14.6-8  <i>Explain multiple causes and effects of events and developments in the past</i></p>
<b>Materials Needed</b>	Characteristics of Colonialism Table <sup>12</sup> , access the Exploring Africa website

### Objectives

Students will be able to...

- Discuss the political, social, and economic characteristics and consequences of colonialism in Africa
- Organize information using a chart

Time	Learning Task	Methods or Procedures
10 min.	Teacher poses the question: <i>what would a world without education look like? Would it be good or bad? Why?</i>	Whole class discussion; teacher asks question but then lets students lead the discussion, only prompting further when necessary. If all students are of the opinion that education isn't necessary or the world would be better without it, ask them how we would get the professionals we need such as doctors, or who would discover new medicinal cures?
5 min.	Students receive Colonialism Table, listen to instructions, and get on Exploring Africa.	Teacher instructs students: Today we're going to continue our discussion on colonialism. Lack of education was only one of the many characteristics brought on by colonialism. Teacher passes out Characteristics of Colonialism table and instructs students to get on Exploring Africa, Module Seven (B) Activity

		Three.
25 min.	Students read passage on Exploring Africa, and use both Activity Three and Activity Two to fill out their table.	Individual or partner student work; teacher monitors and assists as needed.

## Resistance, Nationalism, and Independence

Time Needed	Approximately 2-3 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Summative: research paper
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.3 <i>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>D2.His.14.6-8 <i>Explain multiple causes and effects of events and developments in the past</i></p>
Materials Needed	Access to Exploring Africa website, pencil, paper, Resistance Nationalism and Independence Paper Instructions <sup>13</sup> , Peer Review Worksheet <sup>14</sup>

### Objectives

Students will be able to...

- Use previous knowledge to assist in researching new topics
- Conduct research online or otherwise
- Construct a well-organized report that presents information in an efficient manner
- Work with peer groups to revise and provide constructive criticism
- Deepen their understanding of the effects of colonialism in Africa

Time	Learning Task	Methods or Procedures
Day One		
5 min.	Students listen to instructions and get on Exploring Africa	Teacher instructs students to go on to Module 7 (B) Activity Four of the Exploring Africa website and read the passage. They should ignore the directions for the "Your Turn: Writing Exercise" but instead once they reach this part, come up and get the Paper Instructions from the front of

<sup>13</sup> Handouts and Worksheets, pg. 39

<sup>14</sup> Handouts and Worksheets, pg.40

		the classroom.
20 min.	Students read the passage on Exploring Africa. Once they have finished, they can get the instructions for the paper, and begin writing their first draft (either by hand or typing on the computer).	Individual work; teacher monitors and assists as needed.
20 min.	Students listen to instructions and ask questions about the paper.	Teacher lead instruction; once most students have finished reading and started working on reports, teacher may give more explicit instructions to the class on what a good research paper might look like and expectations. Students may use this time to ask any questions they have. The teacher should give a due date for the first draft of the report to be finished, for a peer review session, and then students may have the remaining class period to work on writing.
Day Two		
5 min.	Revision day: Students listen to instructions for peer review	Teacher instructs students on how to do the peer review: 1) Students should be in groups of 3 and have with them 2 copies of their completed first draft of their reports. 2) Each student in the group should have one copy of their partner's reports, and should have given each of their partners one copy of their own report, so everyone in a small group should have 2 reports that are not their own. 3) Each student should spend 15 minutes on one report, filling out the peer review sheet for this project and making editing marks on the report itself, and when the timer goes off or the teacher says, the student should go to the other report and do the same. 4) When revision is done, students have 10 minutes to conference with one another and ask questions about the markings and comments on their reports.
30 min.	Students do peer review	Teacher monitors and facilitates, answering questions as needed
10 min.	Student peer conferencing	Teacher monitors, observing and listening to conferences
Day Three		
5 min.	Students turn in finished papers	Teacher collects finished papers

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## How Do We Know Africa Has a History?

**Directions:** People have left clues and records behind that historians can use to learn about what the past might have been like. Read about some of the following tools that historians use to interpret clues and records of the past, and then answer the following questions.

<p><b>1. Written sources:</b> A wealth of literature has been written about Africa. Although much of what we read has been written recently in European languages, there are many writings which date back further and use indigenous African languages and Arabic. Historians read these writings to learn about the history of a region.</p>	<p><b>2. Oral sources:</b> Even amongst people who have not written down their history, often a rich oral history has been passed from generation to generation. Historians have talked to Africans about their oral history to learn about the past.</p>
<p><b>3. Material culture and artifacts:</b> Archeologists and historians learn a great deal about the way people lived by studying remains of their towns, villages, houses, tools, household items, art, musical instruments, etc. These remains can help historians understand what the people in a place produced and traded, how they organized themselves, and even some things about their beliefs. Archeologists and historians have also used the remains to interpret such things as the dates people were living in this region, the extent to which they had contact with the people around them, and some of the foods and tools that the people used on a regular basis.</p>	<p><b>4. Study of language:</b> Studying the language(s) of a place and the relationship of that language(s) to others around it can help historians know something about the history of a group of language speakers. For example, linguists have found relationships between languages spoken in Nigeria and many languages spoken in central and southern Africa. This large group of related languages is often called the <b>Niger-Congo (or "Bantu") languages</b>. Because of this relationship in language, many historians have suggested that a large migration took place from the region of present day Nigeria to central and southern Africa around 1000 BCE</p>

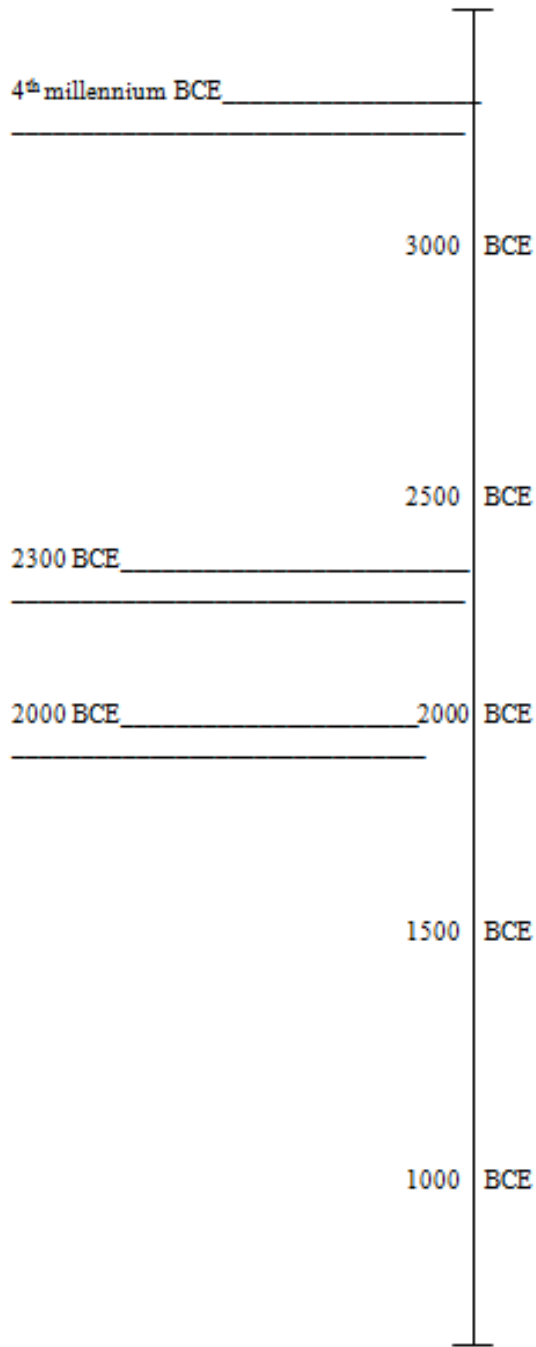
1. History is continuously being revised and reinterpreted. Why do you think this is?
2. Do you think there are any biases in history? Or do you think it is possible to interpret history in a completely objective way? Why?
3. Now that you have read about different historical sources, would you change the way you try to learn about the new city you were sent to? If no, why not? If yes, how?

## The Great Egyptian Civilization

1. What are the seven categories mentioned that historians have used to classify Pharaonic Egypt?
2. How many dynasties were there in Pharaonic Egypt?
3. What were some groups/nations outside of Egypt that Egypt had contact with (through trade or warfare)?
4. How did the people living at Gwisho get their food? How did people in West Africa in the 4<sup>th</sup> millennium BCE get their food?
5. Name some foods that were first cultivated on the African continent.
6. What do you think are the advantages and disadvantages of relying on farming for food production? What about relying on hunting?
7. How did the changing environment affect the people who lived in the area that we now call the Sahara Desert? How did these people live in such a dry and harsh climate?

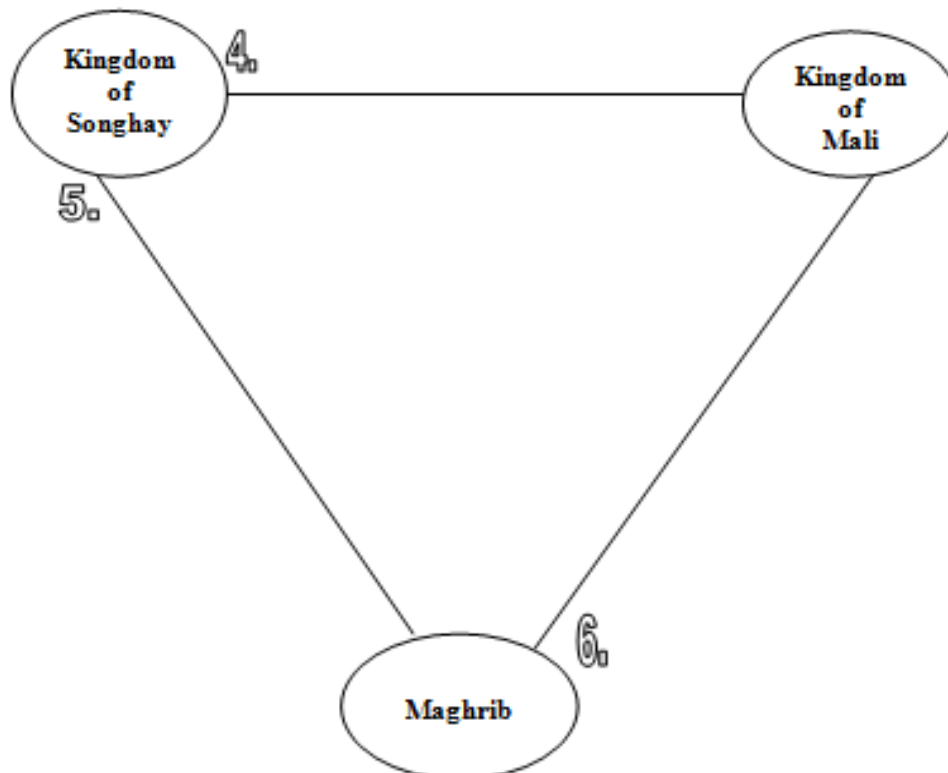
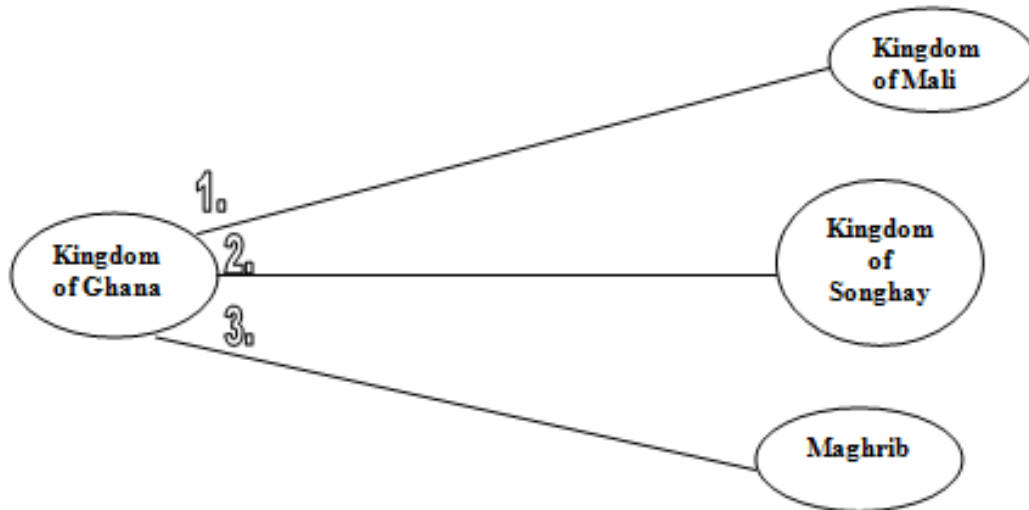
## The Great Egyptian Timeline

On the right side of the timeline, fill in dates in the history of Egypt that correspond with the beginning of the seven major periods of Pharaonic Egypt. Next to each period, write something that you have learned from the text about that period. Then on the left side of the timeline, fill the event for another region of Africa that has been mentioned in the text



## Great West African Kingdoms Graphic Organizers

After reading about the connections and relationships between the Kingdoms of Ghana, Mali, Songhay, and the Maghrib, fill in one connection or relationship between each of the areas on one of the six lines provided below.





## Bringing it All Together

Type of Evidence	Specific Evidence	Geographic Area	What it told Historians
Example: Written Source	The writings of Al-Bakri	The Kingdom of Ghana	Information about the history of the Kingdom of Ghana
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

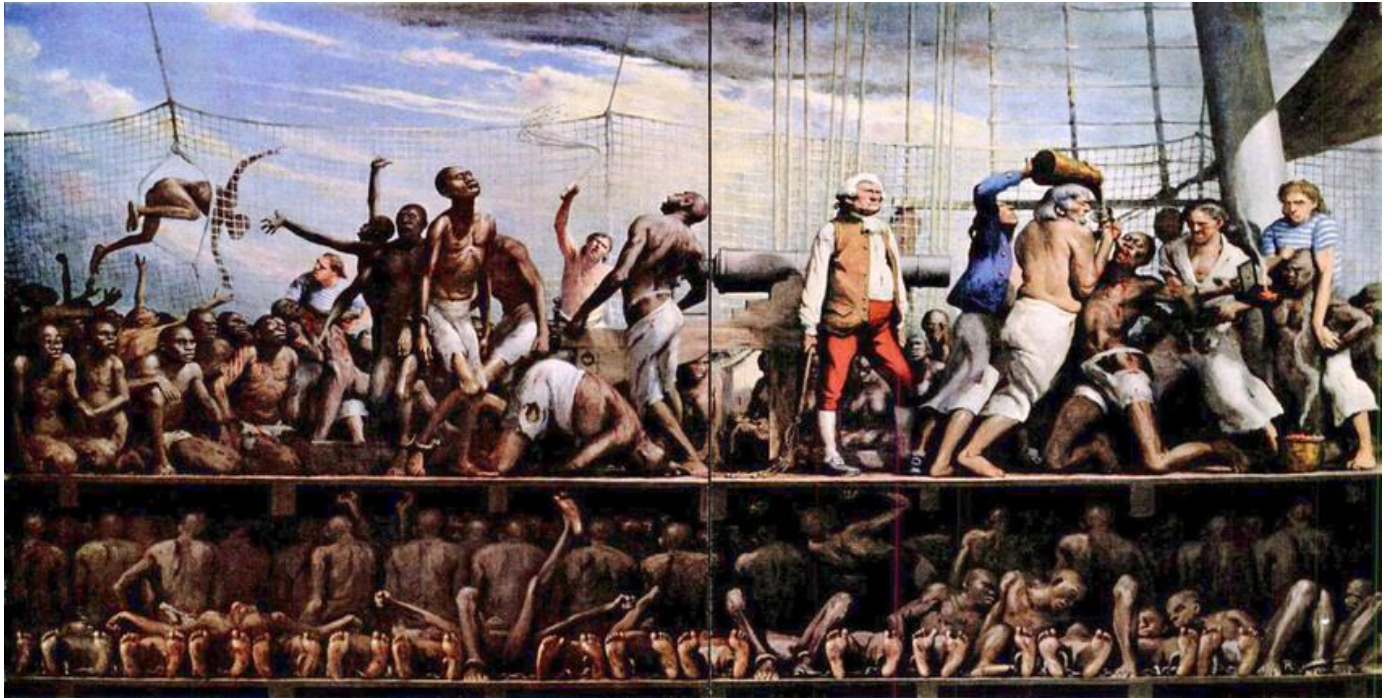
## People, Not Numbers Directions Sheet

- Take the number of students in the class and multiply it by 5 minutes. Divide that number by 60.
  - This is the number of hours it took the class to write the amount of names on the board
- The number of people captured in the Atlantic Slave trade was 15,000,000. Divide 15,000,000 by the total amount of names written by the class.
  - This gives us the amount of times that the class would have to write that total number of names, to be able to list out all the names in the Transatlantic Slave Trade
- Take the number of hours it took the class to write the amount of names on the board and multiply it by the amount of times the class would have to write that number.
  - This gives us the amount of hours, on average, it would take a student in the class to write 15,000,000 names
- Divide this number by 24 hours to get the number of days it would take
- Divide this number by 365 days to get the number of years it would take

### Example:

- Say the class has 25 students, and each student writes 30 names in 5 minutes, totaling 750 names for the class.
- $25 \text{ students} \times 5 \text{ minutes} = 125 \text{ minutes}$ .  $125 \text{ minutes} / 60 \text{ minutes} = 2.1 \text{ hours}$
- $15,000,000 \text{ slaves} / 750 \text{ names} = 20,000 \text{ times you'd have to write 750 names to list 15,000,000 people}$
- $2.1 \text{ hours} \times 20,000 = 42,000 \text{ hours to write out all 15,000,000 names}$
- $42,000 \text{ hours} / 24 \text{ hours} = 1,750 \text{ days}$
- $1,750 \text{ days} / 365 \text{ days} = 4.8 \text{ years}$
- It would take 4.8 years for a student to write out all the names in the Atlantic Slave Trade

## Atlantic Slave Trade Paintings





## Atlantic Slave Trade Reading Guide

1. The Portuguese were initially seeking sea routes to gain access to the \_\_\_\_\_ trade in West Africa and the \_\_\_\_\_ trade in South-East Asia
2. What is “chattel slavery”? How is it different from other types of slavery?
3. What is the “Middle Passage”?
4. What were some of the reasons that the Slave Trade ended?
5. What were some of the consequences of the Slave Trade in Africa?
6. Label the continents on the map below and then draw and label arrows on the map to show
  - a. The flow of goods to and from various regions of the world
  - b. The flow of slaves to and from various regions of the world
  - c. The routes that some of the Portuguese explorers took when seeking trade routes with Africa



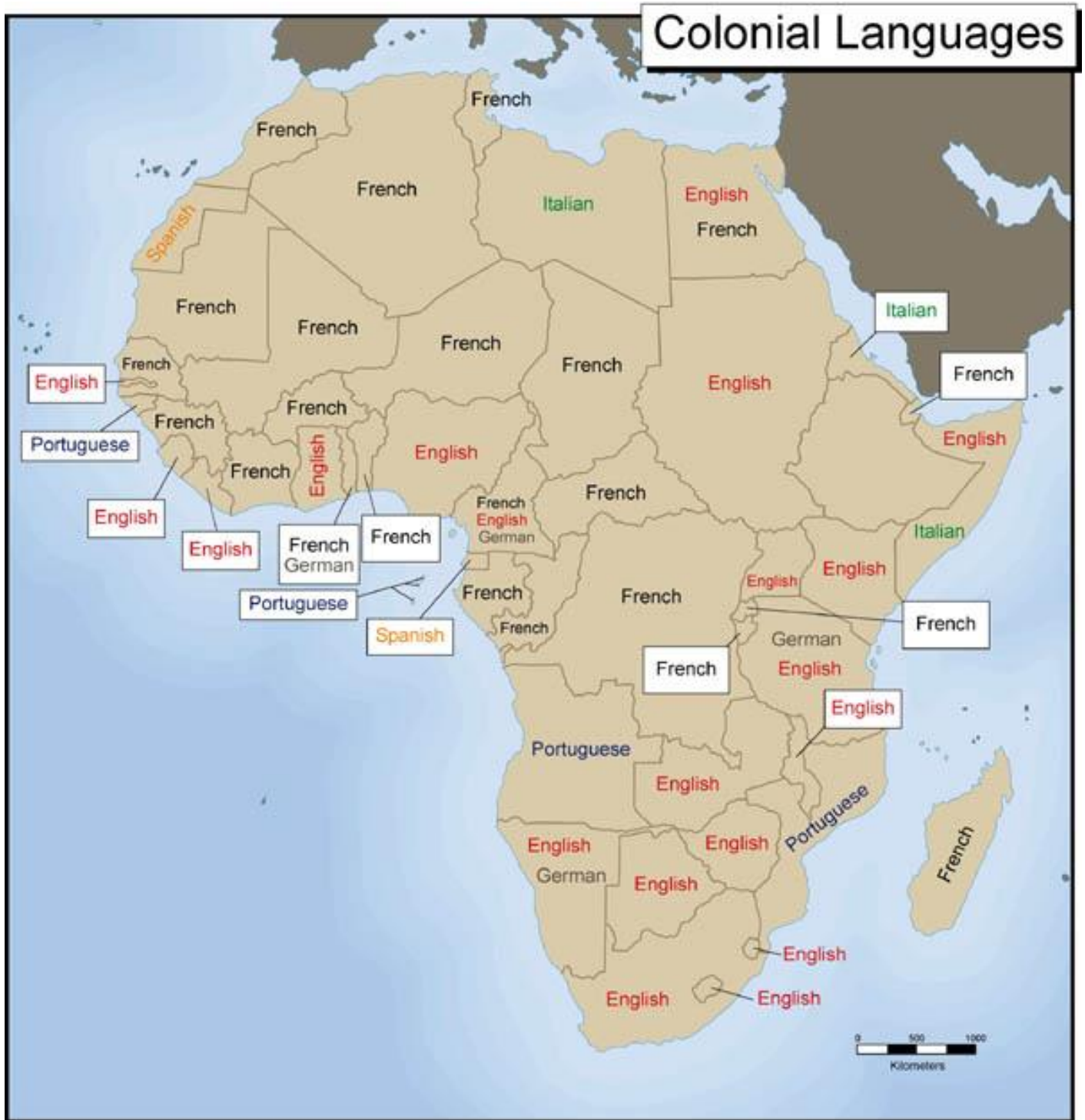
Now that you have finished reading the module on Exploring Africa, go on to the following website (which the fourth link at the end of Activity Four of Module Seven (B)):

<http://cds.library.brown.edu/projects/sally/>

After reading the introduction page, click on the 'history' tab in the top left corner. Read both this page and the following nine narratives to get a firsthand account of one of the deadliest slave trade ventures in history. Answer the following questions as you read.

7. Many of those who were not directly involved in the slave trade still depended on to make a living. What were some of the jobs that indirectly contributed to the existence of the slave trade?
  
  
  
  
  
  
  
  
  
  
8. Aside from its large number of African fatalities on board, what were some of the ways that The Sally differed from other slave ships?
  
  
  
  
  
  
  
  
  
  
9. The total mortality of the voyage of The Sally was \_\_\_\_\_ Africans.
  
  
  
  
  
  
  
  
  
  
10. Although John and Moses Brown had previously run the slave ship together, the two brothers later engaged in a feud. Why did the brothers oppose each other? What were some of the actions that each man took to advance their respective sides of the debate?

# African Languages Map



## Colonial Exploration Reading Guide

1. Name and briefly describe three causes of European colonialization in Africa.
2. What was the Treaty of Berlin?
3. By \_\_\_\_\_ almost \_\_\_\_\_% of Africa was under European control.
4. Consider the Europeans that were drawing colonial borders in Africa. What factors did they have to consider? What were their interests as a nation? How might these interests have conflicted with people in Africa and with other European nations? What problems may this have caused?
5. How do you think the changes brought on from European Colonial Rule affected what Africa is like today? For example, how was the economy, government, language, economics, or any other number of things in Africa affected?

6. Finish writing the map key of the map below by filling in the colonial ruler in the appropriate place. (Use the 1914 colonialism map to do so). For each colony, write the type of colonial rule experienced in that colony: direct, indirect, settler, or company rule.

### Colonialism 1914



### Characteristics of Colonialism Table

<b>Type of Colonial Rule</b>	Political Characteristics	Economic Characteristics	Social Characteristics
Company Rule			
Direct Rule			
Indirect Rule			
Settler Rule			

## Resistance, Nationalism, and Independence Paper

Due Date: \_\_\_\_\_

**Assignment:** You will be choosing a writing prompt from the choices below and completing a well-researched paper/newspaper article on the topic.

**Mode:** written work: your research will take the form of a formal paper or a newspaper article

**Audience:** People who want to know more about colonialism in Africa

**Purpose:** To educate yourself and others on how colonialism has affected various parts of the world and deepen your understanding of what it means to struggle for independence.

**Instructions:** Choose one of the following prompts and complete the writing assignment.

- The history of modern Africa has some similarities with the history of the United States. The U.S. was a colony of a European power, so were all African countries with the exception of Ethiopia and Liberia. Based on the information provided in the last three learning activities of this module and what you have already learned about the history of the colonial era in the U.S. history, write a short essay in which you compare and contrast the colonial experiences in the United States and Africa. Make sure you research examples of colonialism both in Africa and the United States.
- Pretend that you are a newspaper reporter. Your assignment is to cover the nationalist movement in an African country (you get to choose which country!). Using information collected from one of the web-sites listed below or from encyclopedias in your school library, write a newspaper report in which you describe the struggle for independence in the country that you have selected. To help you think about what an international report from an African country might be like, you could read an international feature article in U.S. newspaper. You can do this by going to your school library or by visiting a newspaper web-site (such as the ones listed on the Exploring Africa current events page. Make sure to also research other historical information in your country, so that you get a full picture of what colonialism was like there. Since this is a newspaper article, feel free to include relevant pictures with captions, but make sure there is also substance to the writing.

\*Use proper APA citation for any research that you use or ideas that are not your own.

## Resistance, Nationalism, and Independence Peer Review Worksheet

### Instructions:

1. You will be in groups of 3 and have 2 copies of your completed first draft of your reports. Both of your group members will have a copy of your report, and you will have a copy of each of your group member's reports, but you will not have a copy of your own report.
2. You will get 15 minutes on one report, filling out this sheet for both of your group member's reports and making editing marks on the report itself, and when the timer goes off or the teacher says, you should go to the other report and do the same.
3. When revision is done, you will have 10 minutes to conference with one another and ask questions about the markings and comments on your own report.

### What to mark on the report itself:

- A. Underline where s/he wrote about colonialism, how it was introduced in Africa, and how it impacted Africans
- B. \*Put a star\* by each transition.
- C. Put a box around any APA citations that are missing or incorrect

This is filled out for \_\_\_\_\_'s report:

- My favorite part was:
  
  
  
  
  
  
  
  
  
  
- The part that needs most work is:
  
  
  
  
  
  
  
  
  
  
- What do you want to know more of in this report? What questions do you still have?
  
  
  
  
  
  
  
  
  
  
- What did you learn from this report



# Answer Keys and Examples

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## How Do We Know Africa has a History?

*History is continuously being revised and reinterpreted. Why do you think this is?*

Answer: Historians are always finding more clues and records of the past, and each historian will have their own unique interpretation of the past.

*Do you think there are any biases in history? Or do you think it is possible to interpret history in a completely objective way? Why?*

Answer: Each historian brings their own perspectives and biases when interpreting history, based on their training and beliefs. Furthermore, written sources and oral sources are subject to the biases of those who first wrote/spoke them. There is no one master narrative of history, but there are many helpful tools that can be used to learn about the past the best we can.

*Now that you have read about different historical sources, would you change the way you try to learn about the new city you were sent to? If no, why not? If yes, how?*

Answers will vary.

## The Great Egyptian Civilization

*What are the seven categories mentioned that historians have used to classify Pharaonic Egypt?*

Answer: The Archaic Period, The Old Kingdom, The First Intermediate Period, The Middle Kingdom, The Second Intermediate Period, The New Kingdom, The Period of Decline

*How many dynasties were there in Pharaonic Egypt?*

Answer: 30

*What were some groups/nations outside of Egypt that Egypt had contact with (through trade or warfare)?*

Answer: Nubia, Libya, Syria, Palestine, Somalia, Asia

*How did the people living at Gwisho get their food? How did people in West Africa in the 4<sup>th</sup> millennium BCE get their food?*

Answer: People of Gwisho got their food through hunting and gathering. West Africans got their food through vegeculture.

*Name some foods that were first cultivated on the African continent.*

Answer: Millet, sorghum, sesame, cowpea, ensete, yams, gourds, calabashes, and palms

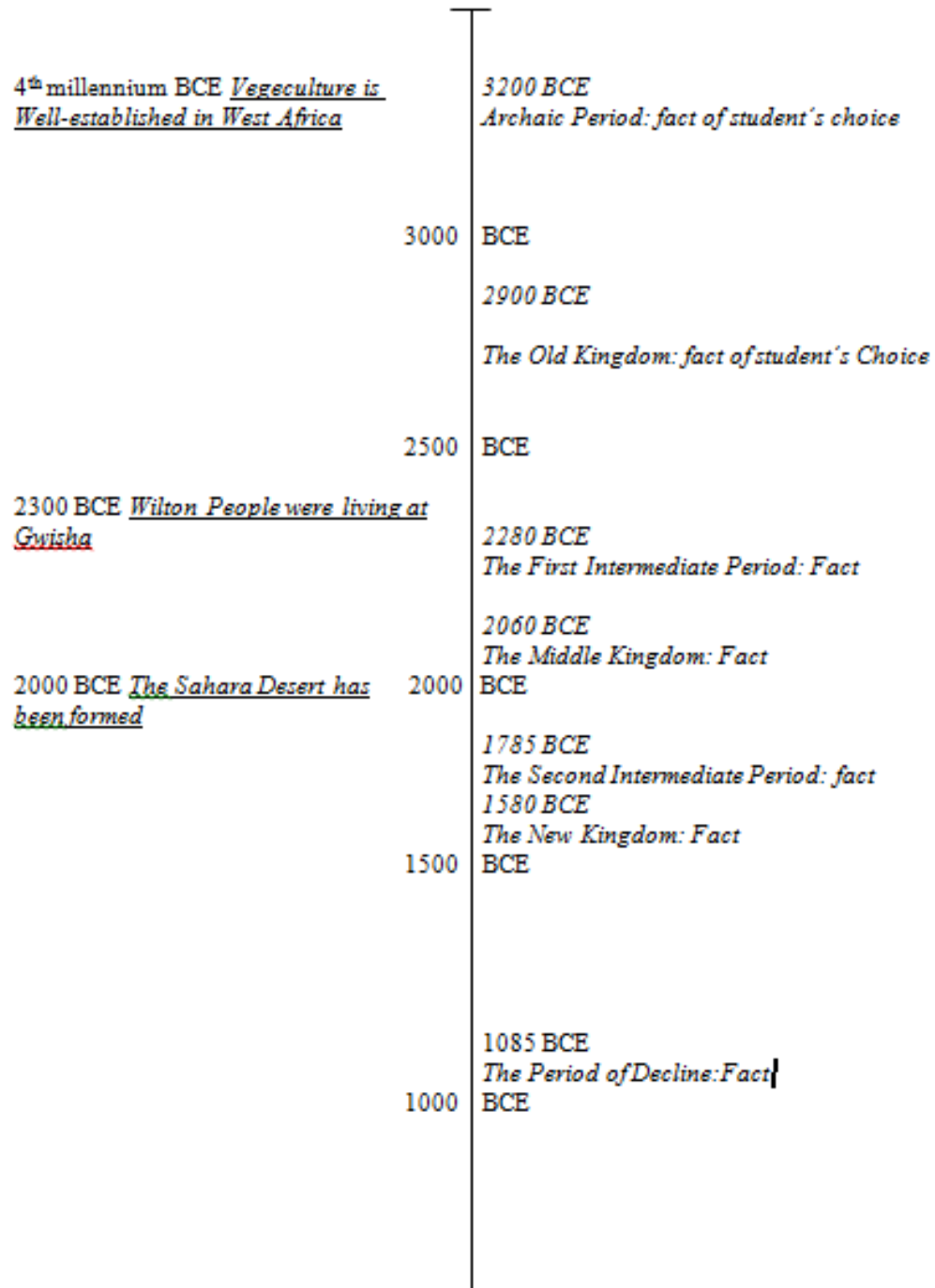
*What do you think are the advantages and disadvantages of relying on farming for food production? What about relying on hunting?*

Answers will vary. For example, resources may be scarce if you only rely on one source of food.

*How did the changing environment affect the people who lived in the area that we now call the Sahara Desert? How did these people live in such a dry and harsh climate?*

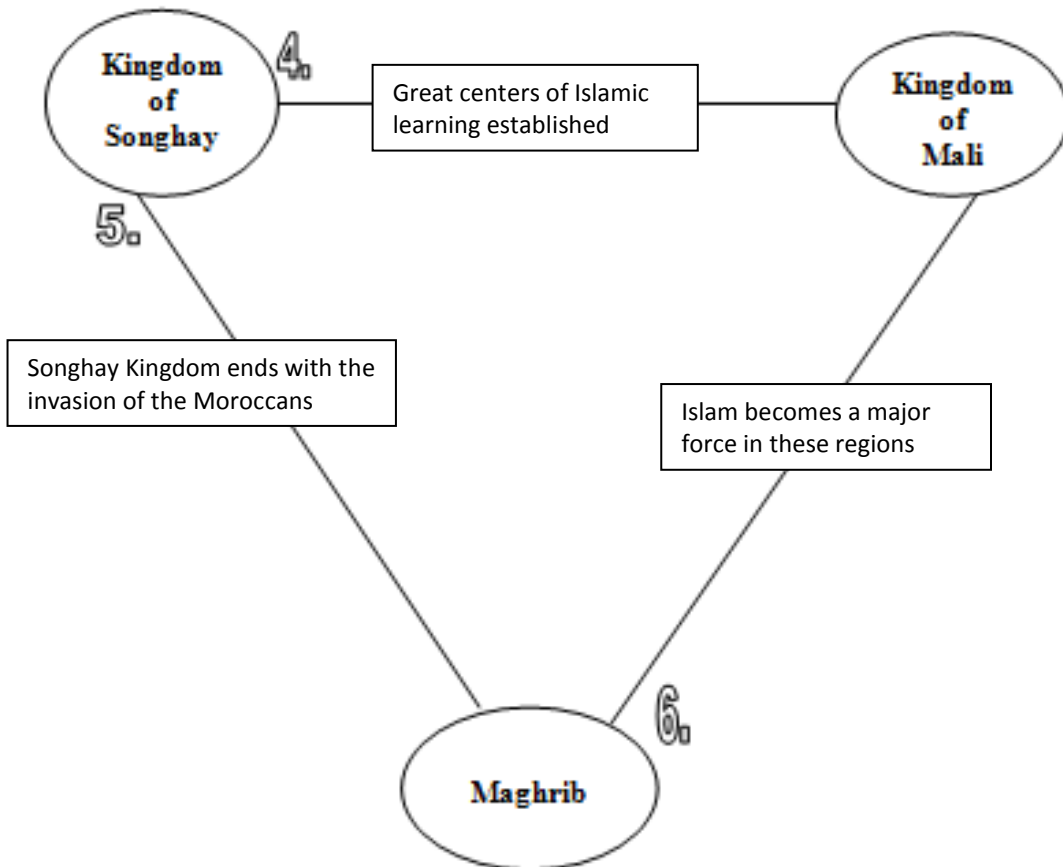
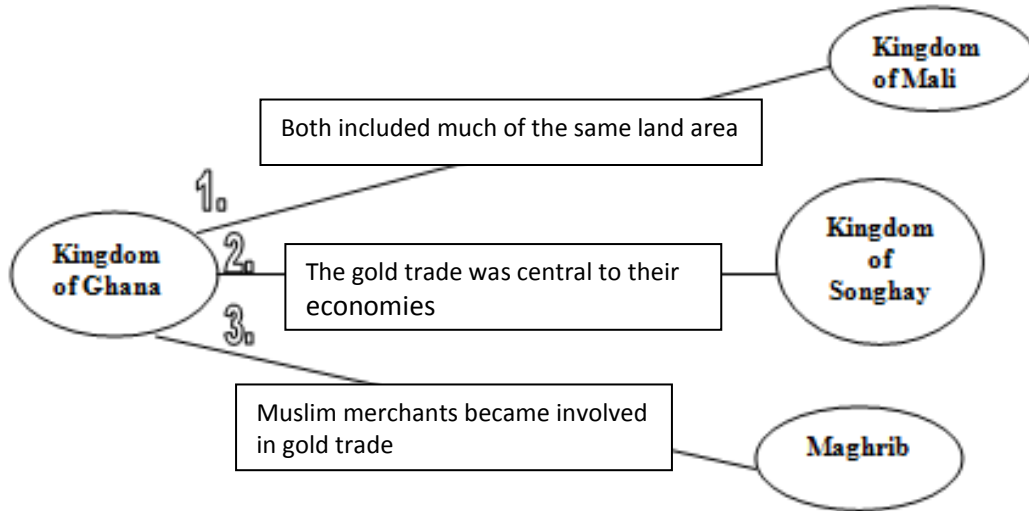
Answer: Migration and reorganized social structure. People spread out into small groups, meeting periodically at watering holes.

## The Great Egyptian Timeline



## Great West African Kingdom Graphic Organizers

(Examples of student responses, answers will vary)



## Great Zimbabwe Worksheet

*Based on the texts that you have read in this module (everything from Egypt up to the Great Lakes region), why do you think that certain events in African history are more well-known than others? For example, why are great kingdoms and empires generally more well-known and studied more often than locally organized regions?*

Answer: Answers will vary, but should address some of these points.

Activity Four emphasizes a theme throughout the entire Module 7A—addressing the preference given to large states and empires in historical analyses as compared to more localized forms of government and ways of living. Even amongst historical narratives of large states, little reference is made to the lives of everyday people within those states. This module has attempted to make students aware of this bias in history. It should also help them think about how history is constructed and the reasons that this bias may exist. For example, often historians rely on the ruins of civilizations that can be archeologically excavated or on oral and written histories that mainly focus on people in power. It is difficult to gather data on a group of people who have left little trace of their life in the past, either through material culture or written and oral histories. Yet these untold stories remain an important part of human history and have many things to teach us. The students can bring in multiple examples from the texts they have read in this module to discuss these issues.

*On a separate sheet of notebook paper answer the following prompt: Based on what you have read about African History in this module, would you rather live in a highly centralized and powerful state such as Great Zimbabwe or the Kingdom of Mali, or would you rather live in a more locally governed region such as the Congo Forest or the Sahara Desert? Why? What are some of the good and bad aspects of your choice? Fill at least one full side of the paper with writing. It may help to brainstorm pros and cons of both sides on the space given on this worksheet before you start writing.*

Answer: answers will vary based on student opinion.

Students may choose and discuss the advantages and disadvantages of highly centralized states versus less centralized ones. They may, for example, choose to discuss the advantages of having extensive trade networks and greater material wealth in a highly centralized state. However, this also leads to class or caste formation so that some people have a lot while others are poor. There are numerous possibilities to write about, as long as the students are interacting with the texts and thinking.

## Bringing it All Together

Answers will vary

## Atlantic Slave Trade Reading Guide

The Portuguese were initially seeking sea routes to gain access to the \_\_\_\_\_ trade in West Africa and the \_\_\_\_\_ trade in South-East Asia

Answer: gold; spice

What is “chattel slavery”? How is it different from other types of slavery?

Answer: chattel slavery is seeing slaves as mere property. Slavery that existed in West African societies before the slave trade was very different; the slaves held positions in the society and were not restricted to hard labor.

What is the “Middle Passage”?

Answer: The long treacherous journey on the slave ships, where slaves were kept in chains and left to lie on their backs in dark dirty rooms, with little to eat or drink.

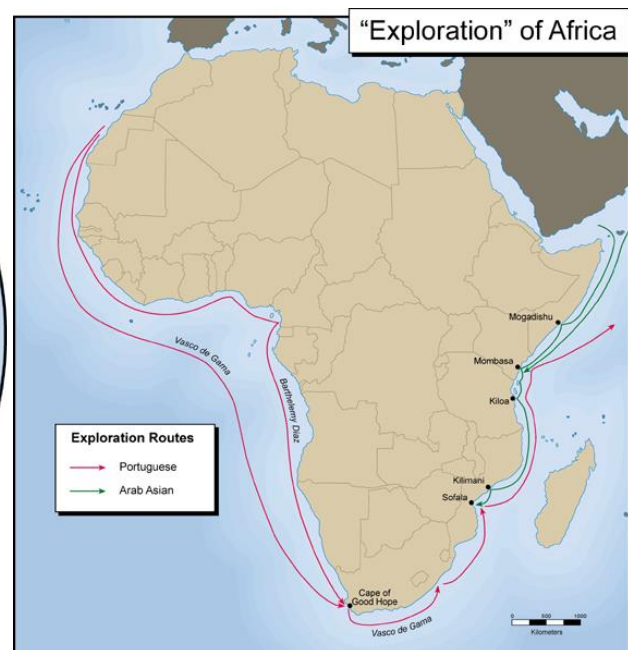
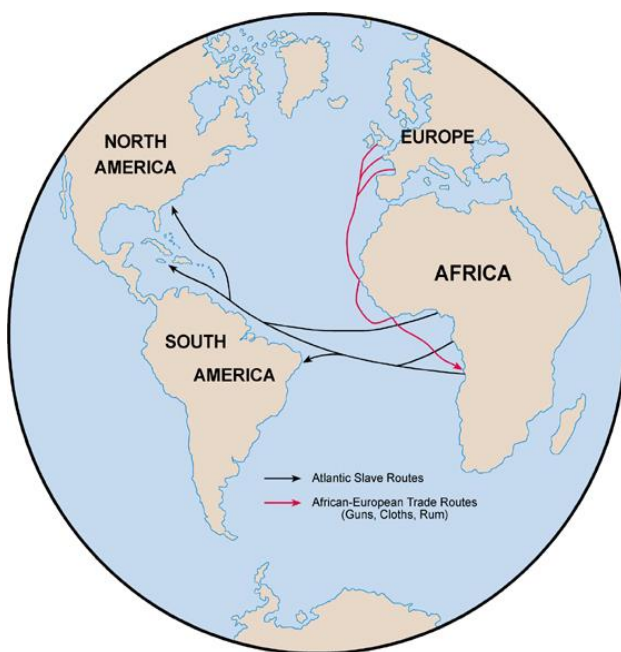
What were some of the reasons that the Slave Trade ended?

Answer: Public revulsion over slavery accounts, revolts, industrial expansion in Europe and North America

What were some of the consequences of the Slave Trade in Africa?

Answer: increase in violence, drain of people, an economy that was reliant on slavery

Label the map





*Many of those who were not directly involved in the slave trade still depended on to make a living. What were some of the jobs that indirectly contributed to the existence of the slave trade?*

Answer: Preparing and equipping the slave ship for the journey such as through the construction of sail lofts, ropewalks, canvas and rigging. Others involved included caulkers and smiths, distilleries (producers of rum), farmers, bakers, and the apothecary.

*Aside from its large number of African fatalities on board, what were some of the ways that The Sally differed from other slave ships?*

Answer: instead of working its way along the African coast like most slave ships, the Sally spent most of its time in one spot, operating as a rum dispensary for other slave ships. The Sally also spent nine months in Africa, which was an exceptionally long time for a slave ship.

*The total mortality of the voyage of The Sally was \_\_\_\_\_ Africans.*

Answer: 108 (109 is also acceptable, as one more captive died en route from the slave trade in Antigua back to Rhode Island).

*Although John and Moses Brown had previously run the slave ship together, the two brothers later engaged in a feud. Why did the brothers oppose each other? What were some of the actions that each man took to advance their respective sides of the debate?*

Answer: Moses Brown became an opponent of slavery and the slave trade after his wife's death. He freed his slaves, joined the abolition movement and helped bring about state and federal anti-slave trade laws, becoming the most important anti-slavery leader in Rhode Island. John, on the other hand was a defender of slavery and the slave trade. John wrote to several newspapers under a pseudonym, and was prosecuted in court for violating slave trafficking laws.

## Colonial Exploration Reading Guide

*Name and briefly describe three causes of European colonialization in Africa.*

Answer: Industrialization –factories required raw materials and there needed to be a market for manufactured goods. Politics –competition between nations to have more colonies. Racial hierarchy –Europeans saw it as their mission to ‘civilize’ people in the rest of the world. Christian missionary activity was also prevalent during the time of colonization of Africa, but it was not necessarily a cause of colonization. However, colonialism did facilitate missionary activity.

*What was the Treaty of Berlin?*

Answer: a conference between European nations to regulate the Scramble for Africa. The conference discussed access to important trade routes, suppression of the internal slave trade, a ban on importing firearms into Africa, and occupation of territories in Africa.

*By \_\_\_\_\_ almost \_\_\_\_\_% of Africa was under European control.*

Answer: 1900; 90

*Consider the Europeans that were drawing colonial borders in Africa. What factors did they have to consider? What were their interests as a nation? How might these interests have conflicted with people in Africa and with other European nations? What problems may this have caused?*

Answer: This is an open question to get students thinking. They may talk about national interests such as raw materials and markets, access to trade routes, competition with other nations, willingness of the African territory to be colonized, or political strategies to ‘divide and rule’ powerful nation-states existing in Africa. This conflicted with systems of governance, cultural identities, and economic networks that were already in place in Africa. This caused numerous problems, such as military conflicts, fierce resistance, significant changes for Africans, and division of united regions.



## Characteristics of Colonialism Table

### Sample Answers

<b>Type of Colonial Rule</b>	Political Characteristics	Economic Characteristics	Social Characteristics
Company Rule	<ul style="list-style-type: none"> <li>• Minimum government since primary interest is profit</li> <li>• Little government support for education, health care, and other services</li> <li>• Primary emphasis on “law and order” – keeping peace</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation of natural resources</li> <li>• Profits for company is the most important economic goal</li> <li>• Alienation (taking away) of land from African peoples</li> <li>• Forced labor policies necessary for profits</li> </ul>	<ul style="list-style-type: none"> <li>• No money spent on social services such as education and health care</li> <li>• Social/cultural dislocation brought about by forced movement of people for labor</li> </ul>
Direct Rule	<ul style="list-style-type: none"> <li>• Minimal government – lack of revenue</li> <li>• Laws created and enforced by European colonial officials, even at the local/rural levels</li> <li>• Emphasis on law and order</li> <li>• Traditional political authorities such as chiefs removed from power</li> <li>• Used “divide and rule” tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation of natural resources for export</li> <li>• Minimal taxes on exports so as to maximize profits for European companies</li> <li>• Revenues used to support law and order</li> <li>• Harsh labor policy to insure ready supply of inexpensive labor</li> <li>• Limited development of economic infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Little revenue spent on developing social services –schooling, health care, social security</li> <li>• Social and cultural dislocation due to economic and labor policies</li> <li>• Urbanization</li> <li>• Spread of Christianity in non-Islamic areas</li> </ul>
Indirect Rule	<ul style="list-style-type: none"> <li>• Practiced primarily by the British in West Africa (Ghana, Nigeria, Sierra Leone) and parts of east Africa (Uganda, Tanganyika).</li> <li>• Minimal government – lack of revenue</li> <li>• Laws made by European colonialists, but used traditional African leaders (chiefs, headmen) as intermediaries in local government</li> <li>• Emphasis on law and</li> </ul>	<ul style="list-style-type: none"> <li>• Exploitation of natural resources for export</li> <li>• Minimal taxes on exports so as to maximize profits for European companies</li> <li>• Revenues used to support law and order</li> <li>• Harsh labor policy to ensure ready supply of inexpensive labor</li> <li>• Limited development of economic infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>• Little revenue spent on developing social services –schooling, health care, social security</li> <li>• Social and cultural dislocation due to economic and labor policies</li> <li>• Urbanization</li> <li>• Spread of Christianity in non-Islamic areas</li> </ul>

	<p>order</p> <ul style="list-style-type: none"> <li>• Used divide and rule tactics</li> </ul>		
Settler Rule	<ul style="list-style-type: none"> <li>• Stronger government system to protect political rights of settlers</li> <li>• Government policy oriented to protect and support settle population</li> <li>• African populations denied political participation or rights</li> <li>• Harsh repression of African political movements</li> <li>• African populations ruled directly by European (often settler) officials</li> <li>• Strong emphasis on law and order</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructural support for settler owned businesses</li> <li>• Heavier taxes to support the development of the settler population</li> <li>• Harsh labor policies used to guarantee an inexpensive labor force</li> </ul>	<ul style="list-style-type: none"> <li>• Little revenue spent on developing social services – schooling, health care, social security</li> <li>• Social and cultural dislocation due to economic and labor policies</li> <li>• Urbanization</li> <li>• Spread of Christianity in non-Islamic areas</li> </ul>