



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 Ten: African Politics

This module will introduce students to political systems, systems of government, and politics in Africa beginning with pre-colonial times and ending with the post-colonial period. In accomplishing this goal, the learning activities will illustrate and increase students' understanding of concepts used in studying civics, government, and politics that have been introduced in prior social studies classes.

In American schools, politics and government are most often taught within the context of Civics Education. Civics education has a normative orientation. That is, the over-arching goal of civics education is the socialization of students into active, participating citizens. To accomplish this goal, students need to have a thorough grounding in the U.S. system of government. The general purpose of studying the politics and governmental systems of Africa, past and present, is not normative, but analytical. Through the study of systems of politics and governance in Africa, students will develop critical analytic skills that will enable a clearer and more comprehensive understanding of political issues and problems confronting this important region of the world.

In addressing political and governmental processes in contemporary Africa, three themes will be featured. First, political systems, structures, and practices are historically situated. To understand politics and governance in Africa today, students have to have an understanding of the pre-colonial, and more importantly, colonial contexts in which contemporary political structures and practices were formed. Secondly, there is great political diversity in Africa. Consequently, it is incorrect to generalize about politics in Africa from either experiences of crisis or examples of political stability. Thirdly, African politics are closely connected to the global political economy.

Module Ten

What's in a Word?

Pre-Colonial Political Systems

Political Legacy of Colonialism

Post-Colonial Government

Second Liberation

International Relations

Homework

What's in a Word?

Time Needed	Approximately 35 minutes in class; 22 minutes at home
Prior Knowledge	Knowledge of some political terms and their meaning in the United States
Lesson Assessment	Formative: worksheet
Standards	D2.Civ.5.3-5 <i>Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</i> D2.Civ.8.9-12 <i>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles</i>
Materials Needed	Pencil, What's in a Word worksheet ¹

Objectives

Students will be able to...

- Define terms and concepts pertaining to politics
- Understand that many words have multiple meanings or ways of being understood based on location, culture, or other variables

Time	Learning Task	Methods or Procedures
5 min	Students receive handout and listen to instructions	Teacher passes out What's in a Word worksheet and gives student instructions.
20 min	Students work by themselves to fill out the first column of the chart (my definition). For each term given, they should write in their own words what they believe the term means.	Individual student work; teacher monitors.
5 min	Class discussion; teacher gives following prompts: <i>Do you think the definition you wrote is the same as the definition every other student in this room wrote? Do you think if students in another country would've written the same definition as you?</i>	Teacher led class discussion; teacher gives prompts and lets students answer. Teacher then explains that not all words, especially political ones, have a commonly agreed upon definition. Different people and countries interpret them differently, and there is not one 'correct' definition.
5 min	Students listen to instructions for homework.	Teacher gives homework instructions.
Homework.		
20 min	Students complete the rest of their	Students work at home.

¹ Handouts and Worksheets, pg. 18

	What's in a Word worksheet at home. To fill out the second column, " _____'s definition" students should ask a parent, sibling, etc. to give their definition for the given term, and write down their answer. For the third column, students should research a definition for the given word online, using a political dictionary.	
2 min	Students write a few short sentences at the end of the paper: <i>how did other definitions differ from my own? How might a student in Africa's definition differ?</i>	Students work at home.

Pre-Colonial Political Systems

Time Needed	Approximately 25 minutes
Prior Knowledge	The different functions of a government
Lesson Assessment	Formative: worksheet
Standards	D2.Civ.1.9-12 <i>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions</i> D2.Civ.6.6-8 <i>Describe the roles of political, civil, and economic organizations in shaping people's lives.</i> 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>
Materials Needed	Pre-Colonial Politics Graphic Organizers ² , access to Exploring Africa website, pencil

Objectives

Students will be able to...

- Categorize the different political systems of pre-colonial Africa
- Distinguish the differences between different types of government
- Visually represent their learning on a graphic organizer

Time	Learning Task	Methods or Procedures
5 min	Students receive handouts and get on Exploring Africa.	Teacher distributes graphic organizers to each student and instructs them to get on Module Ten, Activity Two of Exploring Africa.
20 min	Students read Activity Two, filling out their graphic organizers as they read about each type of government. For each group they should provide information on who controls the different listed function of government.	Individual student work; teacher monitors and assists as needed.

² Handouts and Worksheets, pg. 19-21

Political Legacy of Colonialism

Time Needed	Approximately three days
Prior Knowledge	Knowledge of colonialism in Africa
Lesson Assessment	Summative: group project presentations
Standards	<p>D2.Civ.1.9-12 <i>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions</i></p> <p>D2.Civ.6.6-8 <i>Describe the roles of political, civil, and economic organizations in shaping people's lives.</i></p> <p>CCSS.ELA-Literacy.SL.8.1.C <i>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</i></p> <p>CCSS.ELA-Literacy.SL.8.4 <i>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</i></p> <p>CCSS.ELA-Literacy.SL.8.5 <i>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</i></p>
Materials Needed	Access to Exploring Africa, Presidential campaign worksheets

Objectives

Students will be able to...

- Explain the impact of colonialism on the formation of government in newly independent African countries
- Integrate historical knowledge into a presentation
- Communicate big ideas to a group of people
- Ask relevant and thought provoking questions to prompt further discussion
- Understand the democratic process, and practice becoming a more politically involved citizen
- Understand the importance of different governmental policies in society, such as education, health care, etc.

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students get into groups of 4-5 students each.	It is up to the teacher's discretion on how groups are formed. They may be chosen by the students, randomly assigned, or assigned by the teacher. The teacher knows how the class works best. If possible groups should be balanced with those who are comfortable with public speaking, artists, writers, etc., as a campaign team would be balanced with different people doing different tasks.
5 min	Once groups have been assigned, students get on Exploring Africa.	Teacher instructs students to get on Exploring Africa, Module Ten, Activity Three.
15 min	Students read the text of Activity Three, stopping when they get to the words, "Your Turn." Once the whole group has finished reading, someone from the group may go get the Presidential Campaign assignment from the teacher.	Teacher monitors and assists as needed, handing out the assignment to groups as they finish.
5 min	Students quietly read through the directions on the worksheet while others finish reading. They should think about any questions they have on the assignment, and start brainstorming ideas with their group members for the project.	Teacher monitors and assists. Students should save their questions for the whole class discussion.
5 min	Once everyone has finished reading, students listen as the teacher gives verbal instructions from the Presidential Campaign Assignment. Students may then ask any questions about the assignment that they may have.	Teacher gives instructions for assignment. <i>You're all African political experts, designing a campaign for the upcoming elections....</i>
10 min	Students assign roles to different members of the group. This should be written down on a piece of paper and handed in to the teacher. Students may use the remaining class time to start organizing their campaign.	Teacher monitors groups and collects role assignments.
At home	Homework for next class: each student should brainstorm five different stances that they want their presidential candidate to take, to discuss with their group next class period.	
Day Two		
3 min	Students get into their campaign groups.	Teacher instructs students to get into their

		groups.
40 min	Students work together in groups on their campaign. This includes: -writing the candidate's speech -Making posters, slogans, etc. -Deciding on different political stances, opinions, etc. that their party is taking <i>Everyone in the group should be confident on all parts of the project. i.e. any one member could explain the speech, ideas, or slogan of the group.</i>	Group work; teacher monitors and assists as needed.
2 min	Students clean up materials, and exchange contact information with group members if any work needs to be completed at home	Teacher monitors and instructs students to finish work outside of class before the day of the presentation.
Day Three		
5 min	Presentation Day: Groups decide on an order for presentation, and get organized in their group. Then each group presents to the class one at a time.	Teacher listens to and grades each presentation.
40 min	Presentations: Each group should present their campaign in the following order: <i>-Show their posters, tell class their slogan, and give any explanation necessary</i> <i>-Presidential candidate gives his/her speech</i> <i>-The group forms a panel at a table in front of the room. Students in the class may ask them any question about the campaign, which the panel must answer.</i> Each group's presentation should be between 5-10 minutes.	Teacher listens to and grades each presentation. Students who are not presenting are listening to the presentation, and prepared to ask questions of the panel.

Post-Colonial Government

Time Needed	Approximately 35 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: worksheets
Standards	D2.Civ.1.9-12 <i>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions</i> D2.Civ.6.6-8 <i>Describe the roles of political, civil, and economic organizations in shaping people's lives.</i> 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>
Materials Needed	Post-Colonial worksheet ⁴ , pencil, access to Exploring Africa

Objectives

Students will be able to...

- Identify political issues in post-colonial Africa
- Define different type of governments, and recognize those practiced in post-colonial Africa
- Visually represent their learning on graphic organizers
- Give real meaning to various symbols to represent nationality

Time	Learning Task	Methods or Procedures
5 min	Students receive Post-Colonial worksheet and get on Exploring Africa.	Teacher passes out worksheet and instructs students to get on Exploring Africa Module Ten, Activity Four.
30 min	Students read through the text. Once they finish, they should use the text to fill out their worksheets.	Teacher monitors and assists as needed
--	Optional: have students design a larger version of their flag on a piece of computer paper, using coloring utensils. This can be completed at home or in class, and then be hung around the classroom	Teacher may give this option to the student, and decorate the class with the flags –or teacher may make this a mandatory assignment.

⁴ Handouts and Worksheets, pg. 23-26

Second Liberation

Time Needed	Approximately 22 minutes
Prior Knowledge	General knowledge of the Soviet Union and the Cold War
Lesson Assessment	Formative: map work
Standards	D2.Civ.1.9-12 <i>Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions</i> D2.Civ.6.6-8 <i>Describe the roles of political, civil, and economic organizations in shaping people's lives.</i> 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>
Materials Needed	Second Liberation Political maps, access to Exploring Africa website, pencil

Objectives

Students will be able to...

- Recognize that African countries went through many political transitions, even after they gained independence
- Identify different factors that spur on political change
- Create a map displaying political information of a continent

Time	Learning Task	Methods or Procedures
2 min	Students receive map and get on Exploring Africa.	Teacher passes out worksheet and instructs students to get on Exploring Africa Module Ten, Activity Five.
10 min	Students read the text on Activity Five	Individual student work; teacher monitors and assists as needed.
10 min	Students use Table Two: Transition to Democracy to mark countries on their political map that made a transition towards democracy in the 1990s.	Individual student work; teacher monitors and assists as needed.

International Relations

Time Needed	Approximately 45 minutes
Prior Knowledge	Knowledge of World War II and the Cold War
Lesson Assessment	Formative: worksheet, report
Standards	<p>D2.8.9-12 <i>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</i></p> <p>Geo.5.9-12 <i>Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</i></p> <p>CCSS.ELA-Literacy.W.9-10.7 <i>Conduct short as well as more sustained research projects to answer a question or solve a problem.</i></p>
Materials Needed	Entrance/Exit Worksheets, 2 different colored pens/writing utensils, access to Exploring Africa

Objectives

Students will be able to...

- Recognize roles that other countries have played in major world events
- Understand the impact that global events have had on other parts of the world that seemingly had no involvement in
- Conduct individual research to answer a defined set of questions.
- Relate their own knowledge of the United States to the politics of African countries

Time	Learning Task	Methods or Procedures
10 min	Students receive Entrance worksheet and fill out the questions to the best of their knowledge.	Teacher passes out worksheet and instructs students to answer the questions as best as they can. The teacher may inform students that their answers will not be graded; it is just a way of measuring progress.
2 min	Students get on Exploring Africa.	Teacher instructs students to get on Module Ten, Activity Six of Exploring Africa.
15 min	Students read through the text in activity six. When they come across/learn an answer to one of the questions on the Entrance Worksheet, they should use a different colored pen to write the new	Teacher monitors and assists as needed.

	answer underneath their old one.	
18 min	Students do web-research to write a short one page report on the current situation in Angola, as described at the bottom of Activity Six under "Your Turn."	Teacher monitors and assists as needed.

Homework

Time Needed	Approximately 20 minutes (at home), 10 minutes (in class)
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: worksheet, class discussion
Standards	D2.Geo.11.9-12 <i>Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</i> D2.Civ.6.6-8 <i>Describe the roles of political, civil, and economic organizations in shaping people's lives.</i>
Materials Needed	Homework worksheet ⁷ , pencil, access to Exploring Africa

Objectives

Students will be able to...

- Conduct research based on informational text
- Consider their civic responsibility as a citizen of the United States and as a human being in the global world

Time	Learning Task	Methods or Procedures
2 min	Students receive Homework worksheet.	Teacher passes out Homework and instructs students to complete it outside of class by an assigned due date.
20 min (at home)	Students read the article on Exploring Africa and complete the Homework worksheet	Students complete work at home
In class		
2 min	Students turn in worksheet	Teacher collects worksheet
8 min	Class discussion: <i>Do you think it's important for US citizens to stay informed on what's happening around the world? Why, or why not?</i>	Class discussion; teacher asks question and students discuss their ideas on the subject. Teacher should encourage them to think about everything they have learned about African politics in this unit.

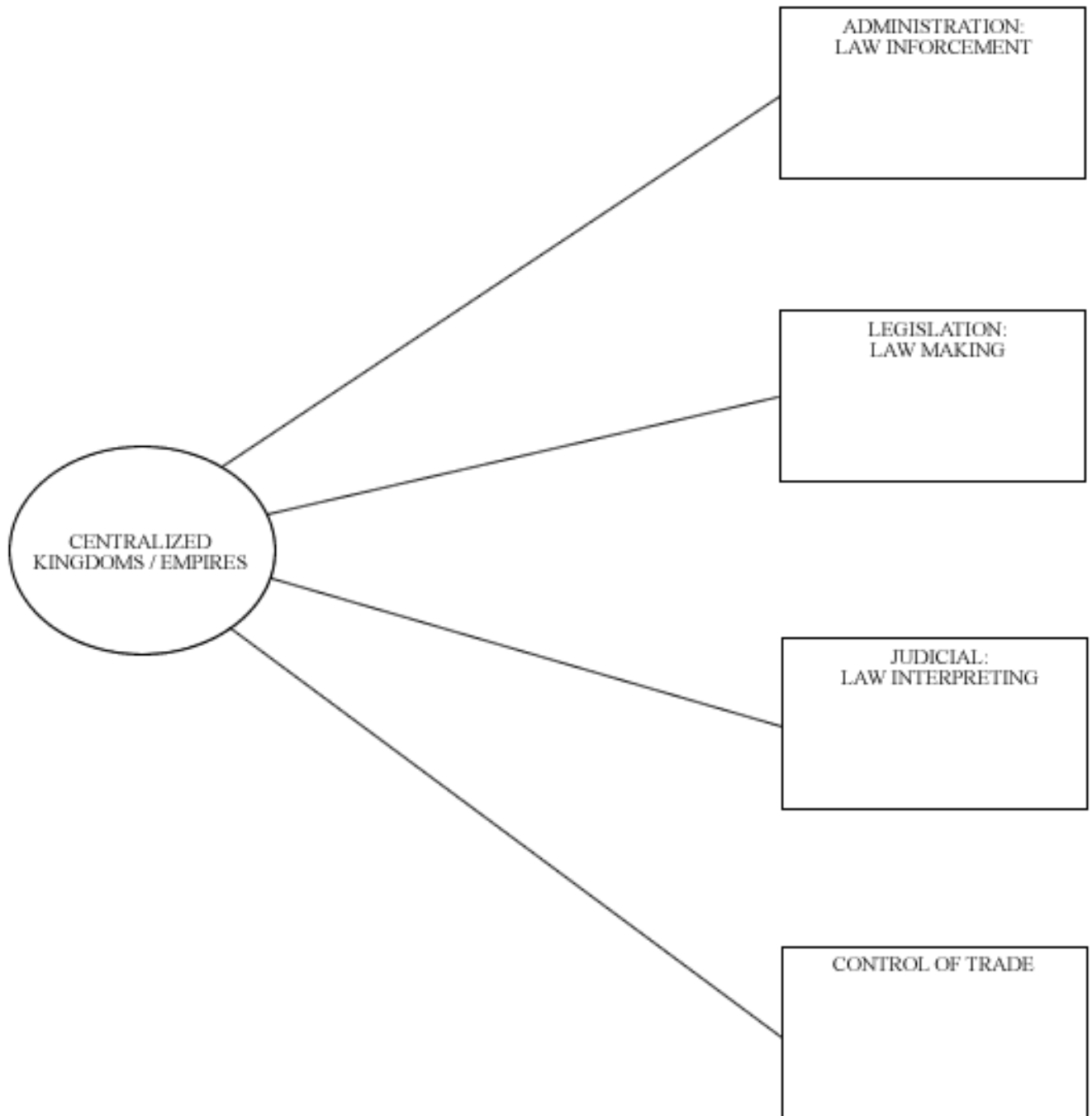
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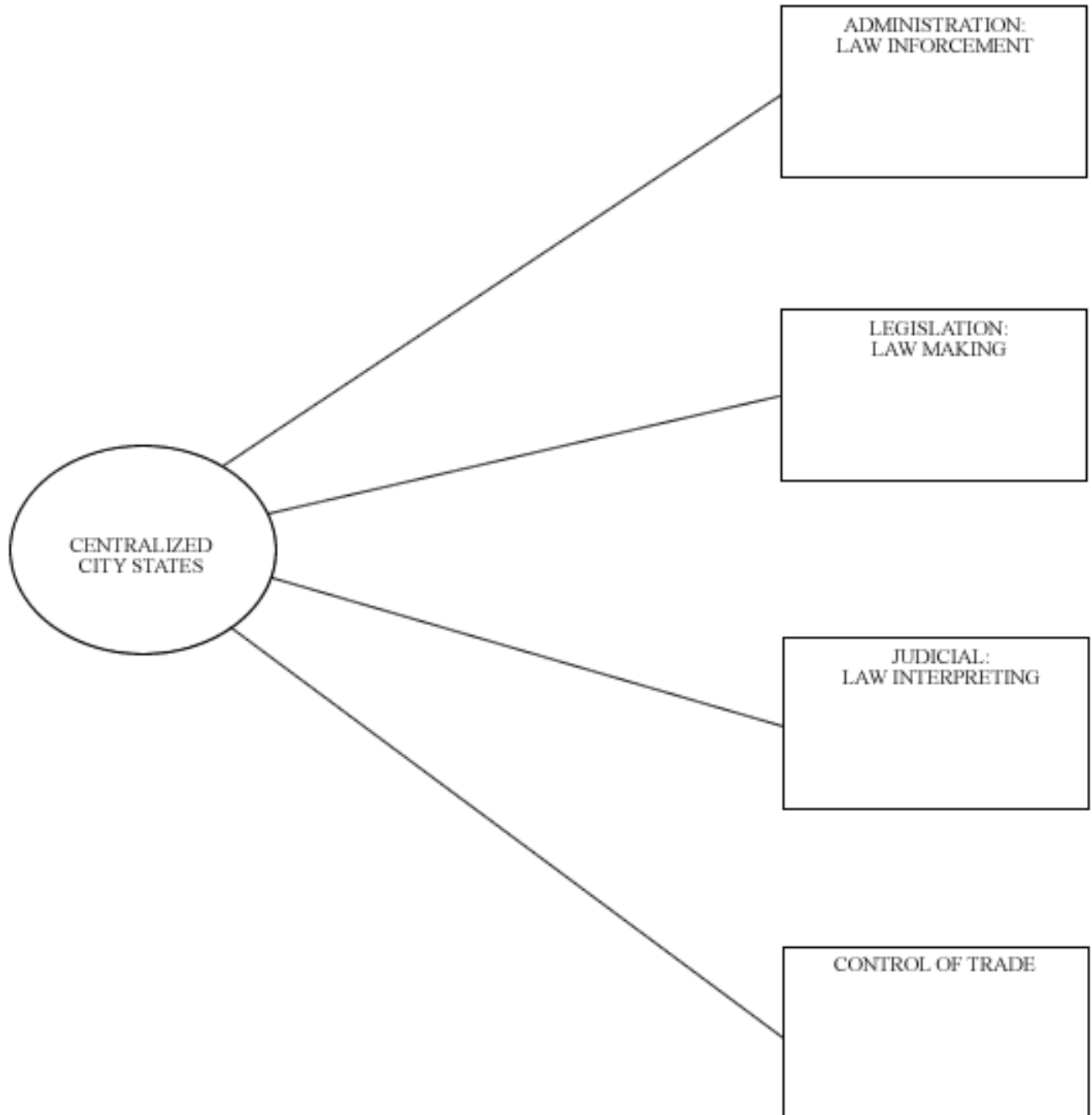
What's in a Word?

Term	My definition	_____ 's Definition	Alternative Definition
Country			
State			
Nation			
Government			
Power			
Authority			
Executive			
Judiciary			
Separation of Powers			
Constitution			
Democracy			
Human Rights			
Dictator			
Totalitarianism			

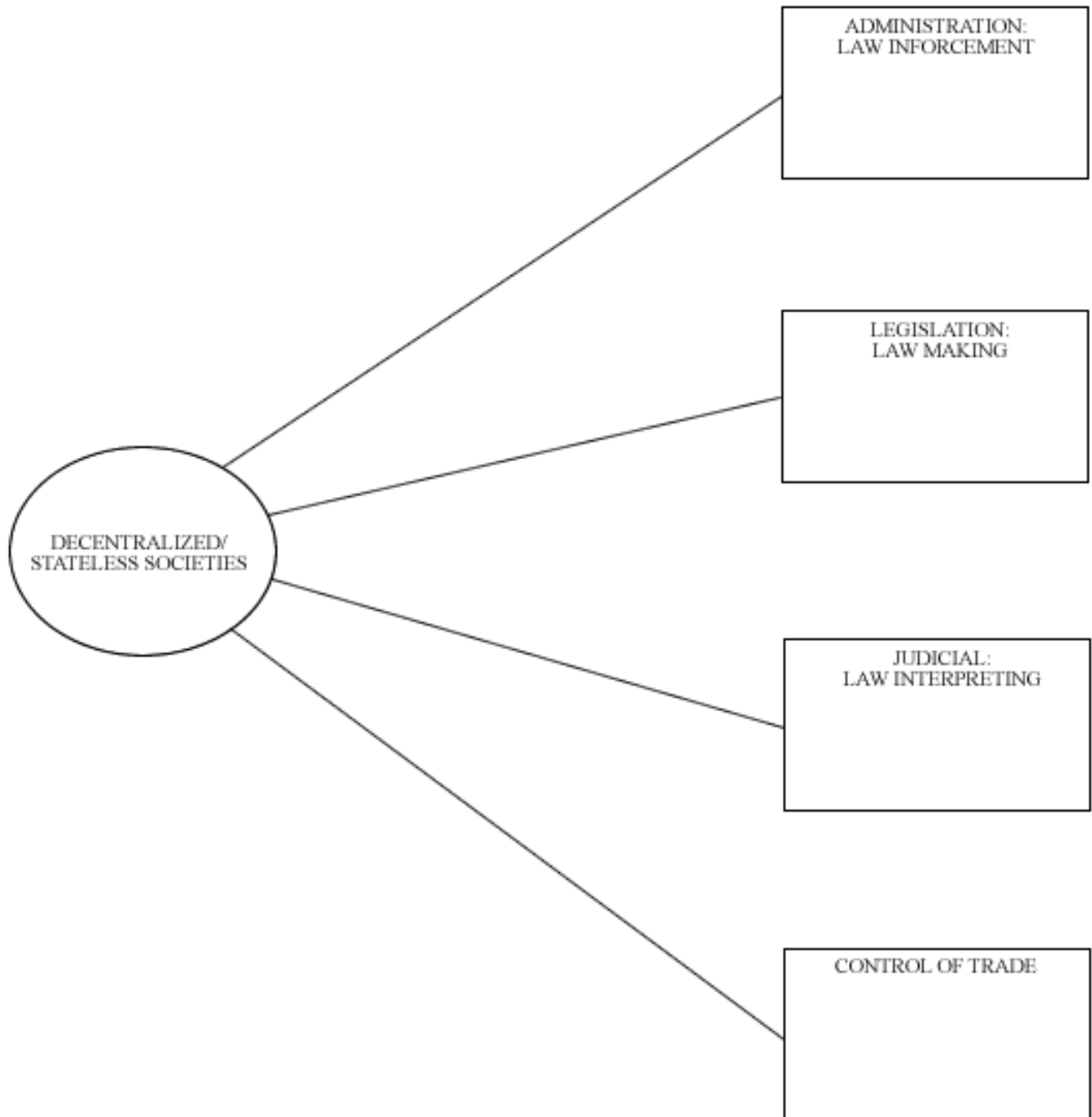
Pre-Colonial Political Graphic Organizers (1)



Pre-Colonial Political Graphic Organizers (2)



Pre-Colonial Political Graphic Organizers (3)



Presidential Campaign

Situation: The year is 1960. After nearly 80 years of colonial rule, your African country, Azania (not a real country), has just gained independence from European control! You, and your group, are putting together a presidential campaign to run for office as the first president of Azania.

Roles: One person in your group should be given the role of the presidential candidate. It will be his/her job to give a brief speech to the class on why they should be elected. Everyone else in the group should decide on a role to help with the campaign (ex. Campaign manager, vice president, publicity agent, etc.)

Assignment: The whole group, *together*, writes a brief speech for the presidential candidate to give to the class. Remember that the speech should indicate aspects of colonial heritage, and goals for the future. Your speech may include the following themes:

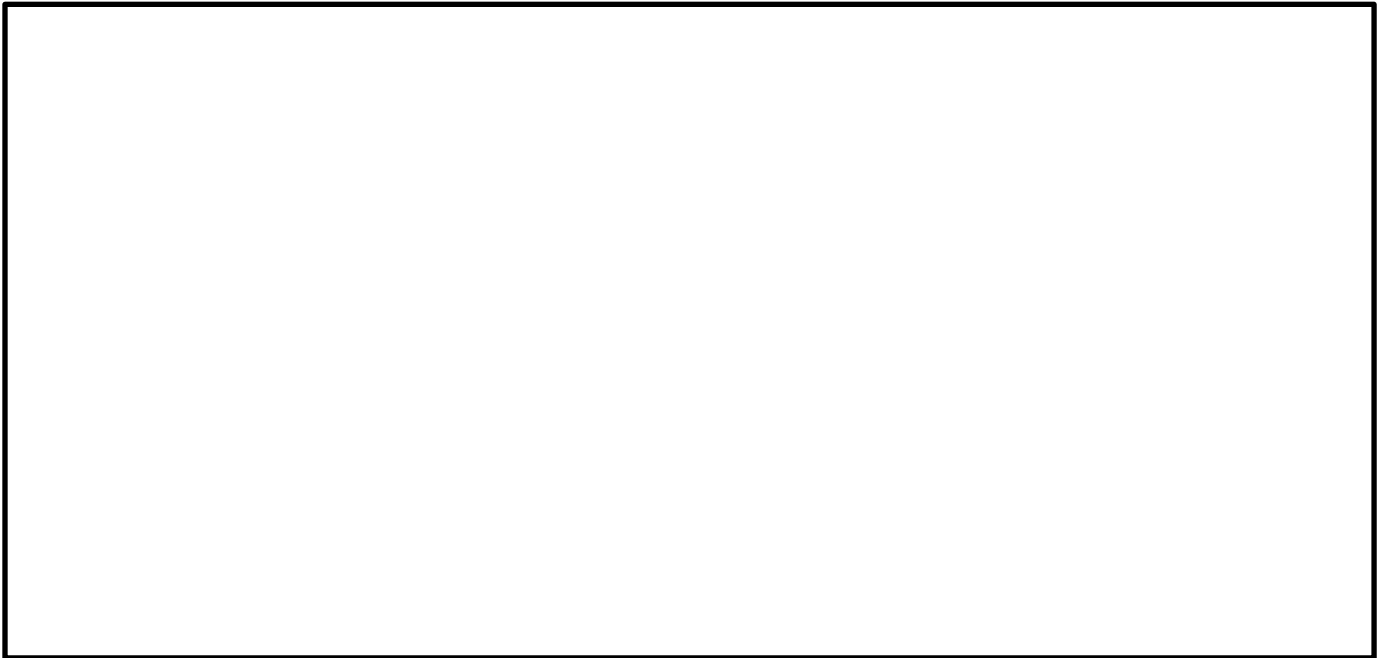
- Optimism for the future
- Indication of what the future holds for your country and its citizens
- Policy promise for the next decade –jobs, education, health care, housing, etc.
- How you may overcome political, social, and economic difficulties brought on by colonialism.

However, the presidential candidate will not be the only one presenting in front of the class, so make sure everyone in the group knows the campaign well enough to talk about it (I.e. what are your candidate's policies? Why should he be elected? –these should be reasons pertaining to the rich history of your African country).

The Campaign: Think about all of the media attention that presidential candidates get in the United States. How will you promote your candidate? Create slogans, bumper car stickers, posters, or think of other creative ways to help get elected.

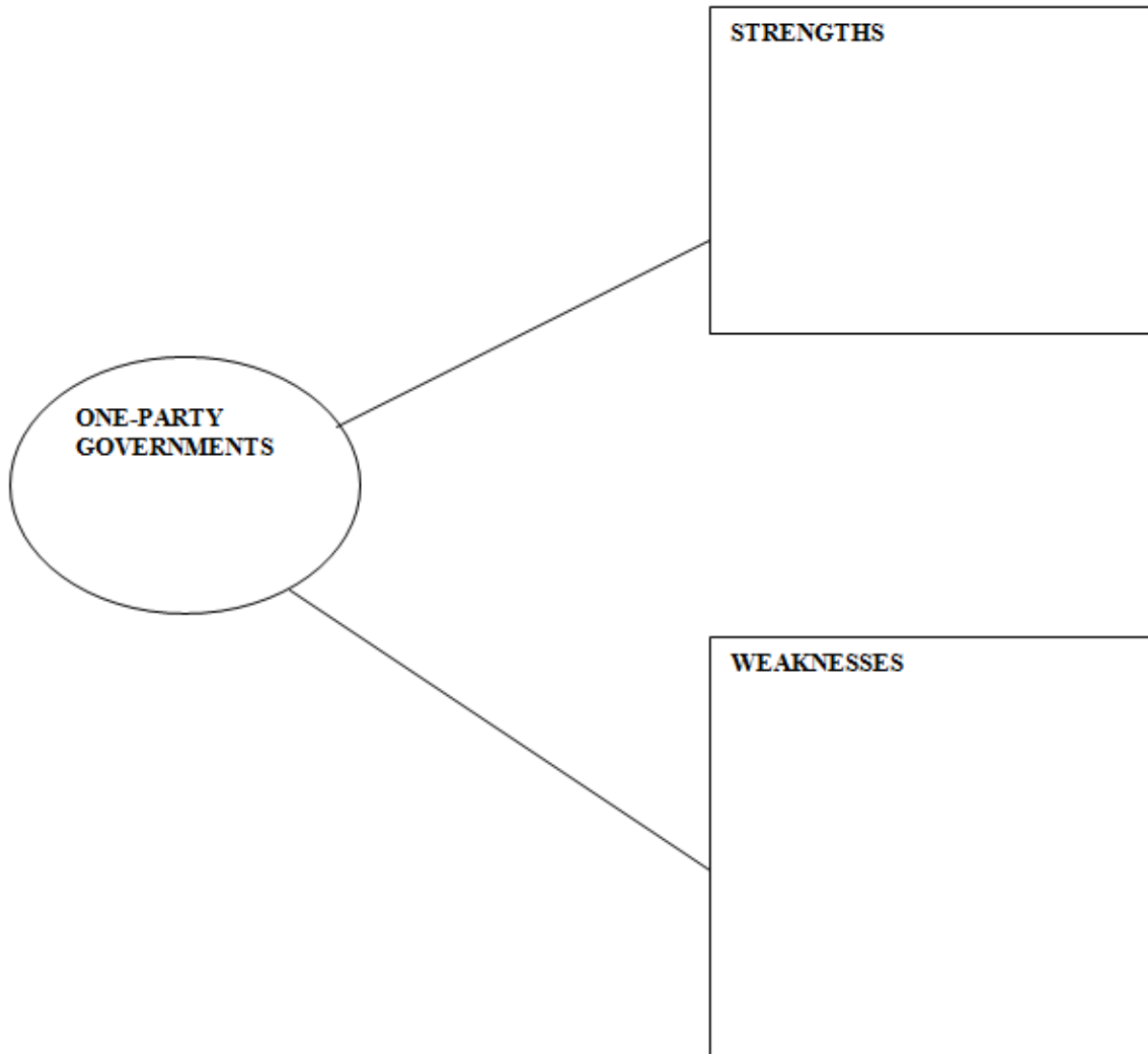
The Debate/Speech: On _____, you will present your campaign to the class. The president will give his speech (which does *not* have to be memorized, and then the rest of the group will form a panel at the front of the room. The class will be able to ask the panel any question they have about why their candidate will be good for the country (remember to prepare some questions to ask other groups!). These questions could be about the candidate's speech, policies, their stance on political issues, or any other topic that might be important in the country. All group members should be prepared to give answers.

Post-Colonial Government

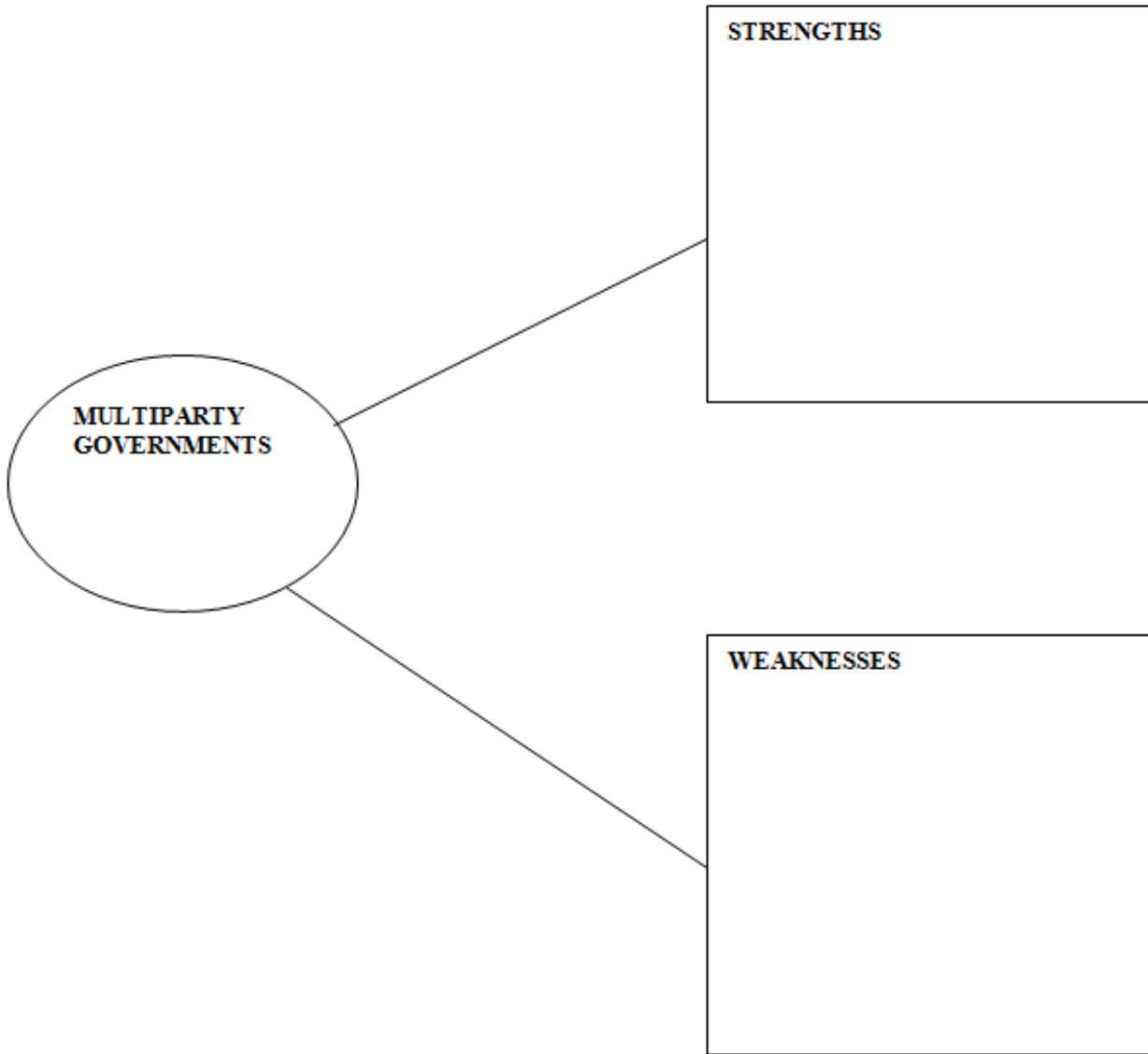


In the above box, design your own flag for your new independent African country, Azania (Remember your presidential campaign?) Make sure you add colors and symbols that all have a meaning to them. Look at the link to other national flags of Africa to get some ideas. In a few sentences below, explain what each symbol on your flag means.

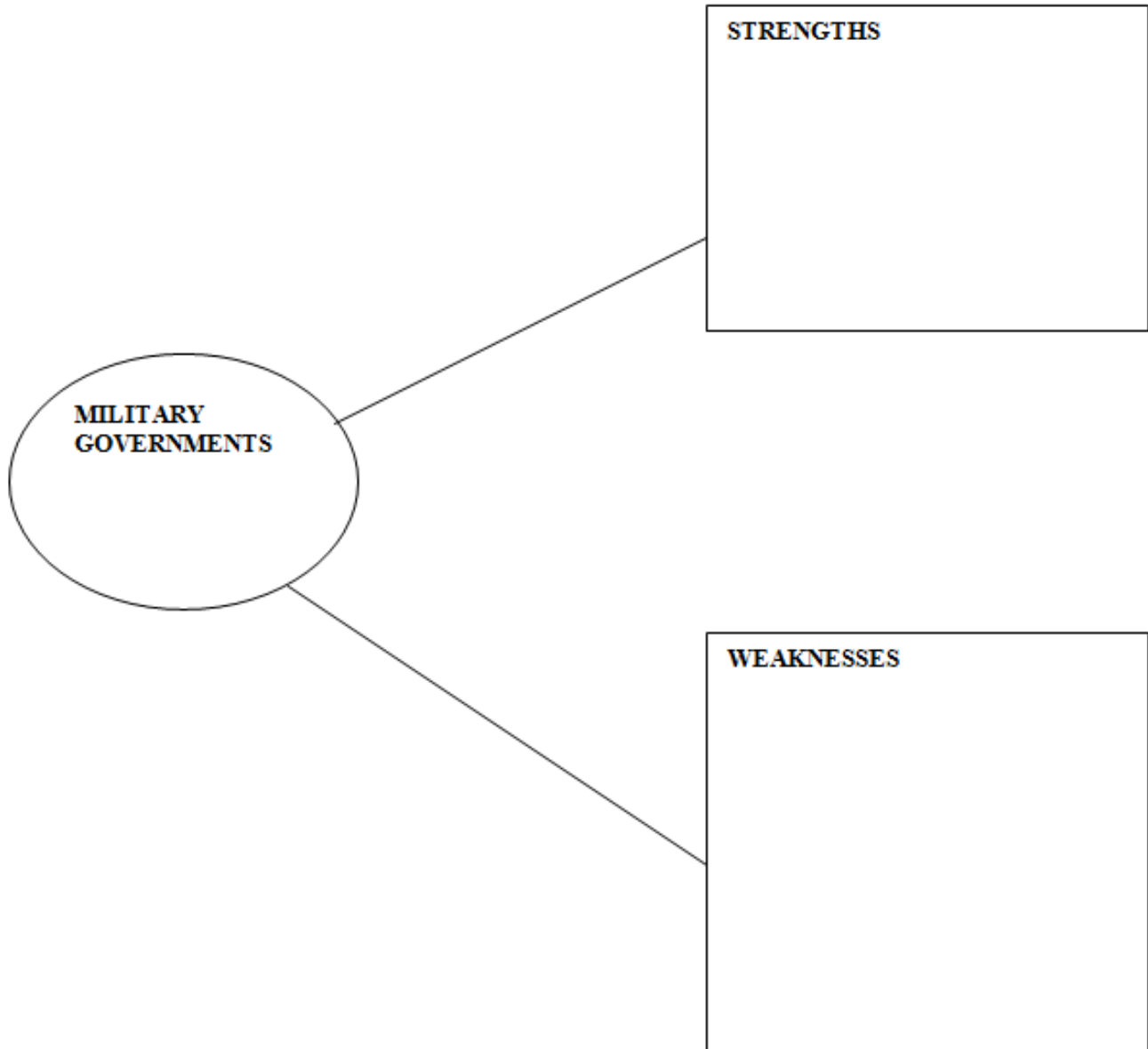
Post-Colonial Government (2)



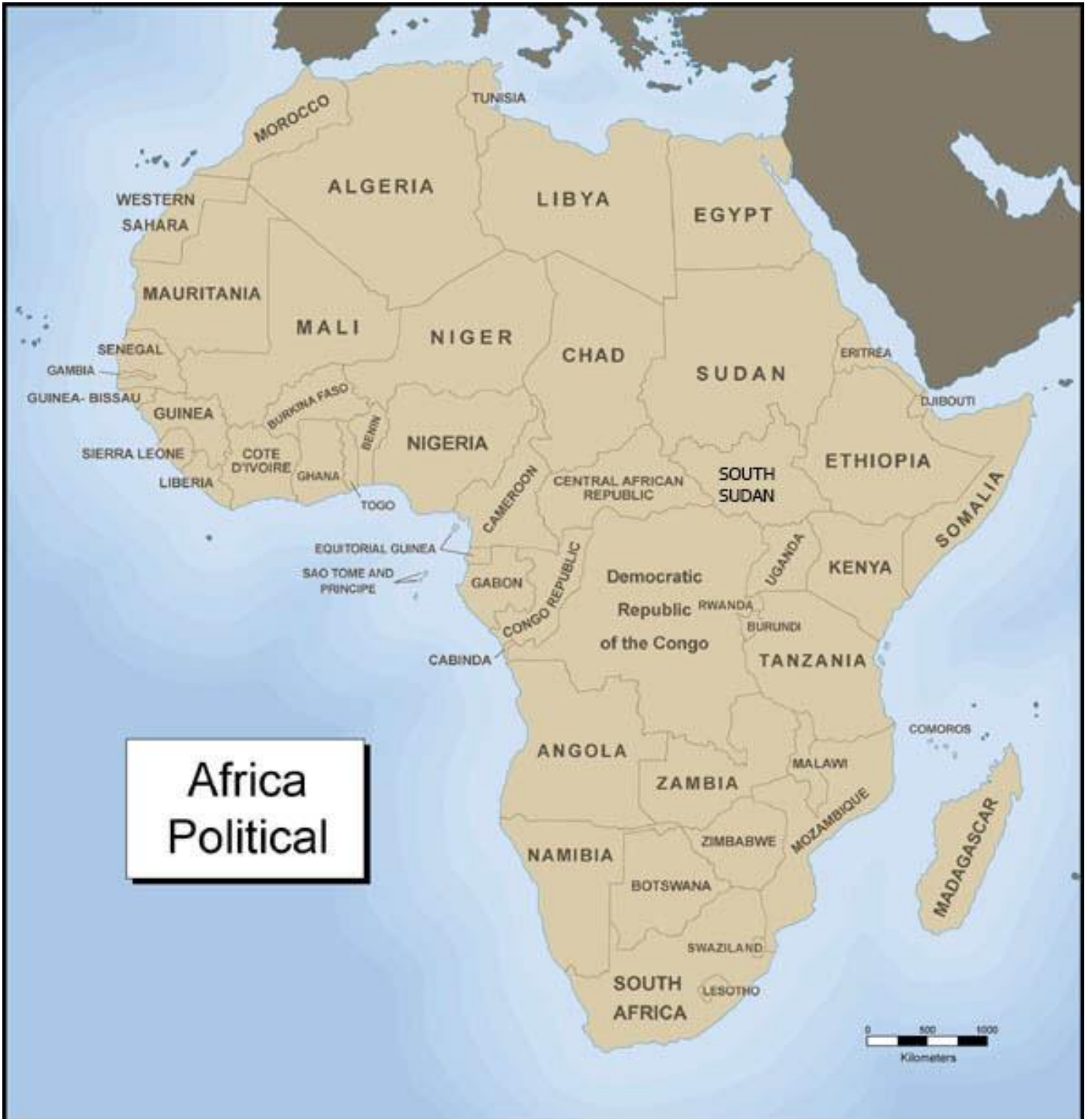
Post-Colonial Government (3)



Post-Colonial Government (4)



Second Liberation



Entrance/Exit Worksheet

1. What is Pan Africanism? What did Pan Africanists argue? What was the problem with their argument?
2. The European Union is an organization of nations. Does Africa have a similar continent wide organization?
3. What side of World War II did many African colonies fight on? How did the war effect the movement for African independence?
4. The Cold War was a conflict between two world powers, The United States and the Soviet Union. How were African countries affected by these tensions, if they were affected at all?
5. The Civil War is a title often used for The American Civil War between the south and the north in the 1860s. However, the term civil war can refer to any war between citizens of the same country. Have you heard of any other civil wars around the world? What about any in Africa?

Homework

Get on Exploring Africa Module Ten, Activity Seven. After reading the brief text, follow the link to [Diamonds and Warfare: the African Connection](#), to answer the following questions.

1. Based on the information provided in this article, what were the main causes for the civil war in Sierra Leone?
2. Why do you think the rebels used children as soldiers? What do you think could be done to help prevent children from being used as soldiers?
3. How were diamonds used to promote suffering in Sierra Leone?
4. Since this article was written the war has ended. Do some research on your own to find out how the war ended. Summarize the main ideas.
5. Do you think it would have helped the people of Sierra Leone, and Angola, more if groups of Americans had organized a boycott on diamonds exported from African countries? What problems might this have caused?

Answer Keys and Examples

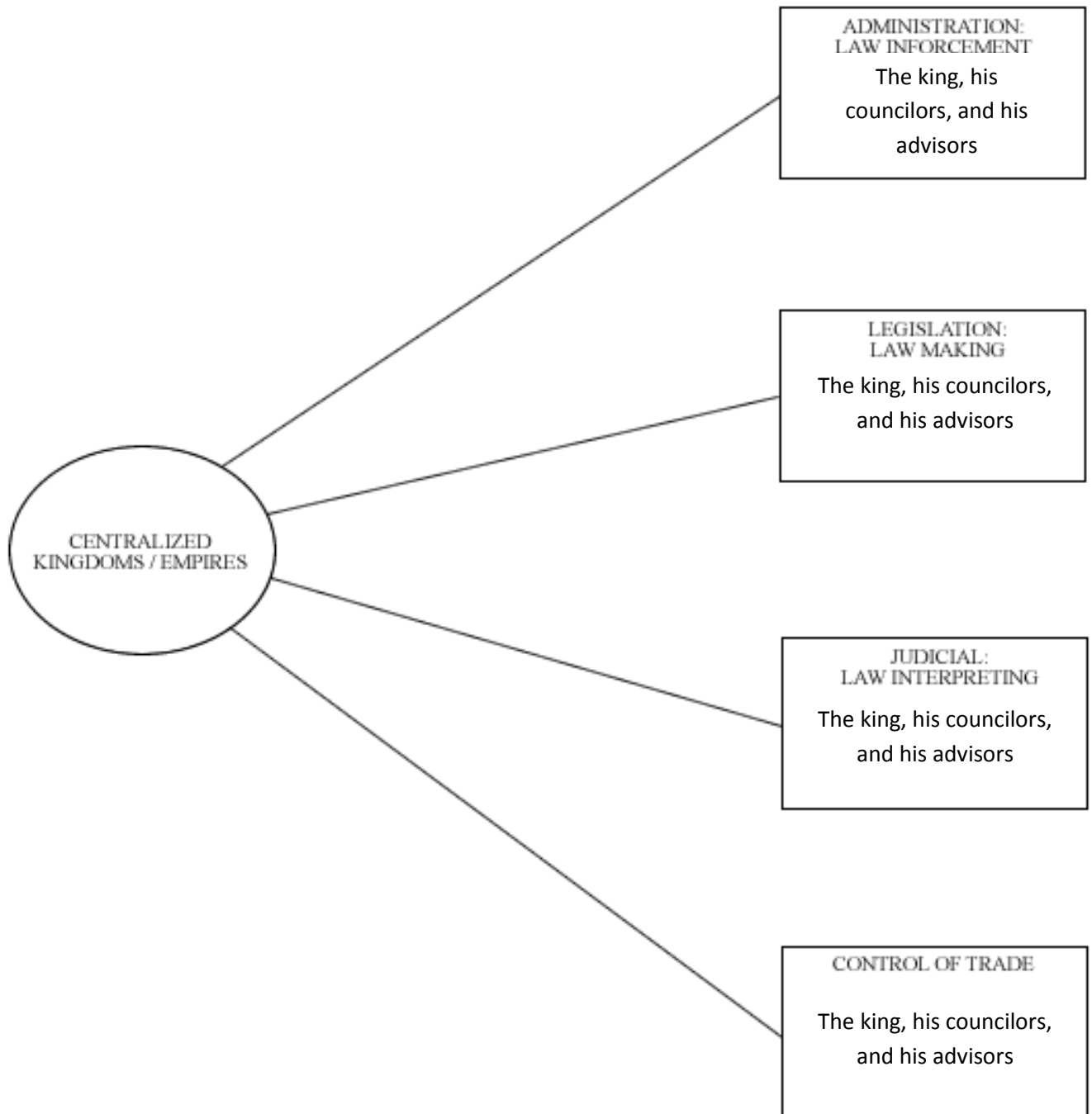
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What's in a Word?

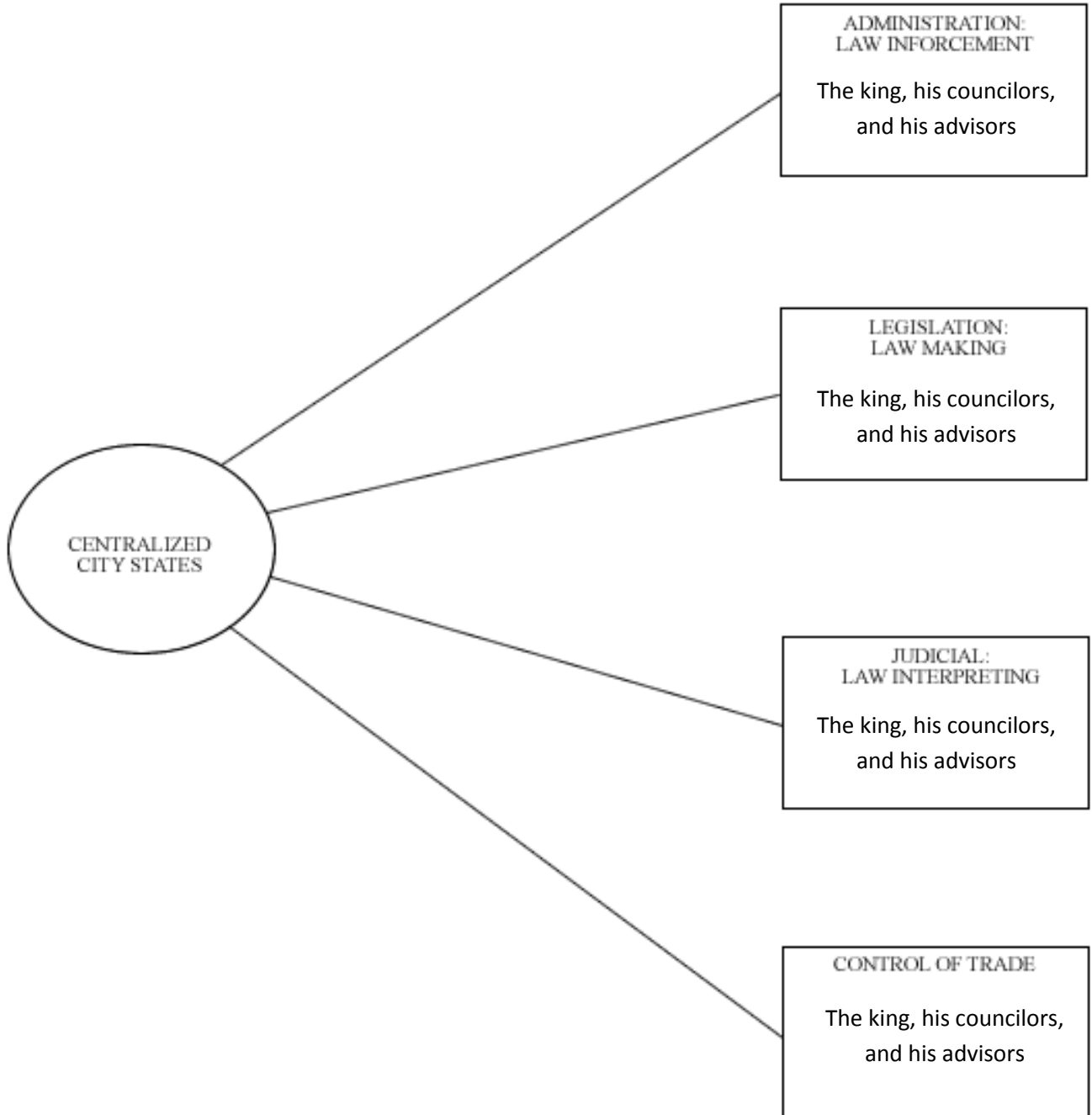
Term	My definition	_____ 's Definition	Alternative Definition
Country	<i>Answers will vary</i>	<i>Answers will vary</i>	<i>An area of land that forms an independent political unit with its own government</i>
State	~	~	<i>One of the political units that some countries, such as the US, are divided into. Or, a state is also a country or its government.</i>
Nation	~	~	<i>A country, esp. when thought of as a large group of people living in one area with their own government, language, and traditions.</i>
Government	~	~	<i>The offices, departments, and groups of people that control a country, state, city, or other political unit.</i>
Power	~	~	<i>Someone or something, such as an organization or country that has control over others, often because of authority, importance, or wealth.</i>
Authority	~	~	<i>The power to control or demand obedience from others. Or someone with official responsibility for a particular area of activities.</i>
Executive	~	~	<i>The part of a government that is responsible for making certain that laws and decisions are put into action.</i>
Judiciary	~	~	<i>The part of a country's government that is responsible for its legal system and that consists of all the judges in its courts of law.</i>
Separation of Powers	~	~	<i>An act of vesting the legislative, executive, and judicial powers of government in separate bodies.</i>
Constitution	~	~	<i>The set of political principles by which a place or organization is governed, or the written document that</i>

			<i>records it.</i>
Democracy	~	~	<i>The belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives, or directly by the people themselves.</i>
Human Rights	~	~	<i>The basic rights to fair and moral treatment that every person is believed to have.</i>
Dictator	~	~	<i>Someone who rules a country with complete power, has complete control over the armed forces, and destroys any political opposition.</i>
Totalitarianism	~	~	<i>The belief that a government should have total power over its citizens.</i>

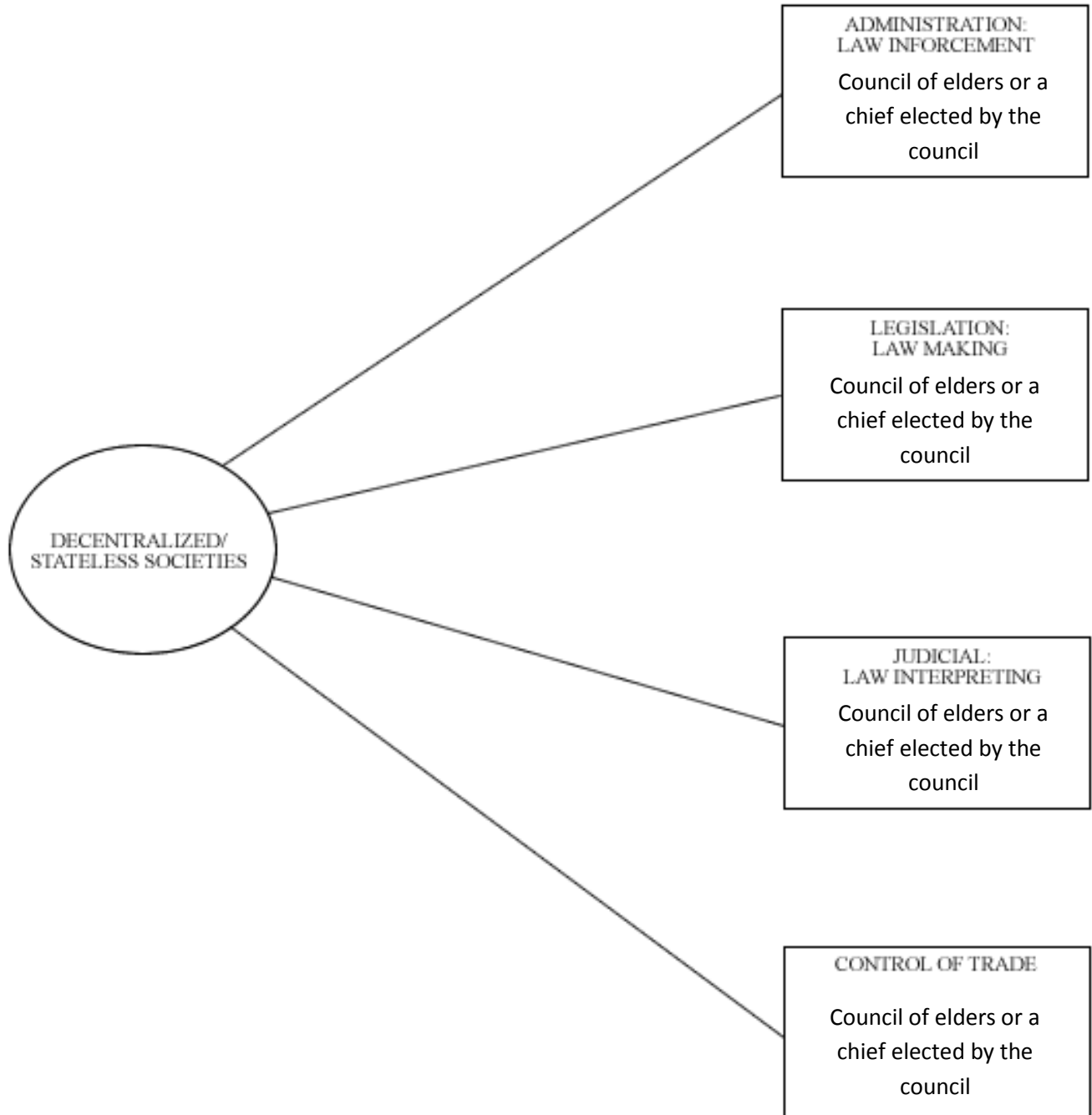
Pre-Colonial Political Graphic Organizers (1)



Pre-Colonial Political Graphic Organizers (2)



Pre-Colonial Political Graphic Organizers (3)



Post-Colonial Government

Student flags will vary in symbols and meaning, depending on what the student finds important.

Answer for graphic organizers will vary depending on how students interpret the strengths and weaknesses of each system.

Entrance/Exit Worksheet

Student pre-assignment answers will vary based on previous knowledge.

What is Pan Africanism? What did Pan Africanists argue? What was the problem with their argument?

Answer: Pan-Africanism is an idea with many different variations, but stems from the belief that all Africans are united through shared experiences, such as colonialism and the slave trade. Pan-Africanists wanted to unite all of the countries into a United States of Africa, so the individual nations wouldn't be small and weak. However, they didn't anticipate that unity would be made difficult because of a strong sense of nationalism in newly independent countries.

The European Union is an organization of nations. Does Africa have a similar continent wide organization?

Answer: yes, the Organization of African Unity, which promotes economic and political cooperation between member states of the union.

What side of World War II did many African colonies fight on? How did the war effect the movement for African independence?

Answer: many African colonies fought on the side of the Allies. After the war, many Africans realized that the Atlantic Charter represented many national policies that were not represented by colonialism in Africa. Africans felt they too deserved the same national rights, which created a larger want for independence.

The Cold War was a conflict between two world powers, The United States and the Soviet Union. How were African countries affected by these tensions, if they were affected at all?

Answer: Most African countries tried to stay neutral but some governments found it impossible. Some sided with Soviet Union for its stand against Apartheid, for example. Some countries, such as Angola experienced violent wars as a result.

The Civil War is a title often used for The American Civil War between the south and the north in the 1860s. However, the term civil war can refer to any war between citizens of the same country. Have you heard of any other civil wars around the world? What about any in Africa?

Answer: There have been many civil wars in Africa, including in Angola, the Congo, Ethiopia, Mozambique, Sierra Leone, Somalia, Namibia, South Africa, and Zimbabwe.