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Primary Sources: Africa

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

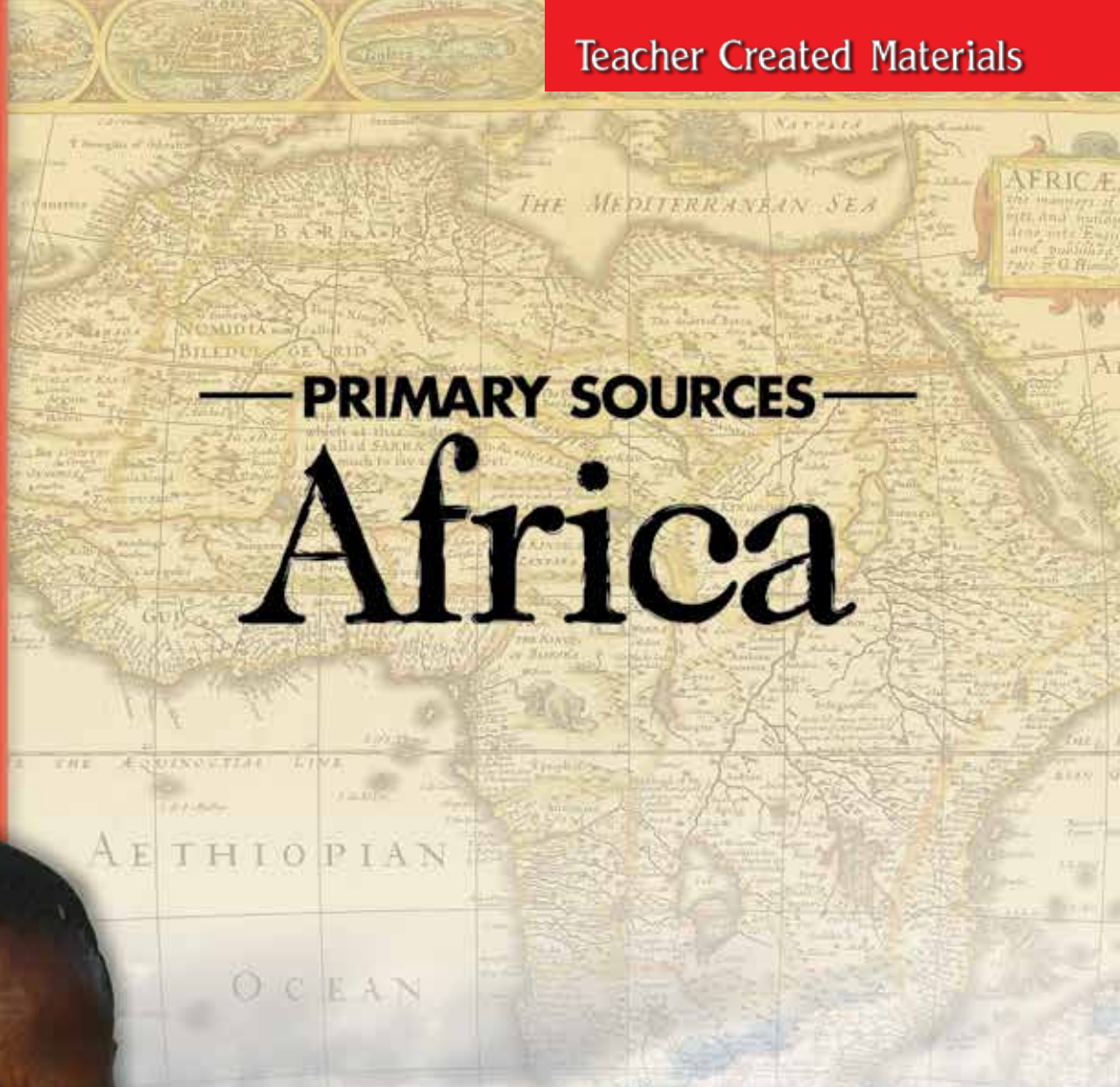
How to Use This Product (2 pages)

Lesson Plan (4 pages)

Primary Source Document (1 page)

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— PRIMARY SOURCES —

Africa

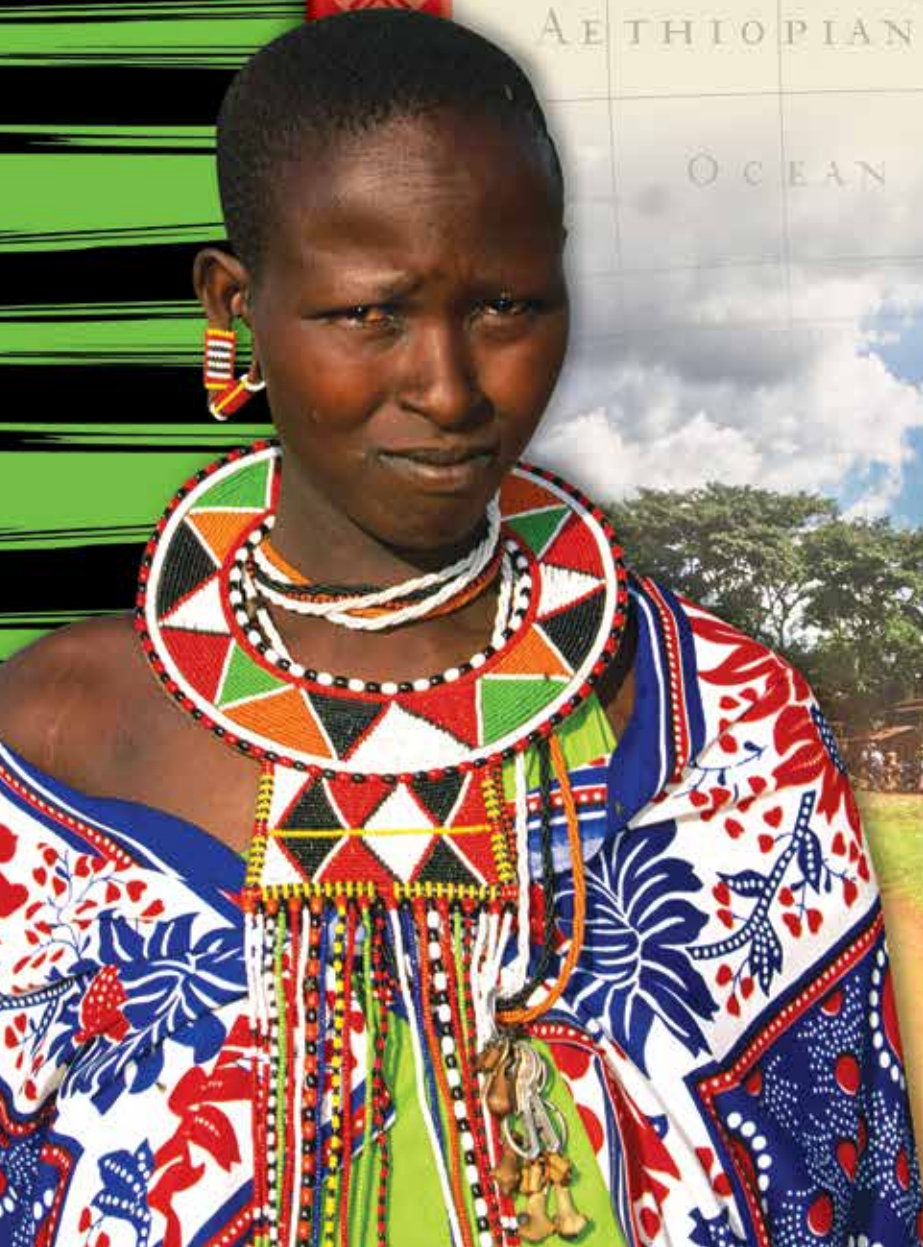


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How to Use This Product

This unit, with its primary documents, photographs, and support materials, will allow both teacher and student to expand their study of history beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Book

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary sources, and extension ideas. **Historical background pages** are provided to give teachers and students information about each of the primary sources being studied. The coordinating **student activity pages** allow the flexibility for a class, individuals, or small groups of students to focus on a specific task and provide direction for a series of tasks to be completed during a time period.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org>). The objective listed for each lesson is a content learning objective describing what students will learn and how they will show what they've learned. A complete chart listing each lesson in the book and the corresponding standards is available on the CD in the folder entitled *Lesson Support Files* (standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on topics with longer essay questions. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

The Photographs

Each photograph has four general areas on the back for teacher and student use. The top of the card has a brief **Historical Background Information** section. Along the left side of the card is the **Analyzing History** section. This includes questions and activities designed to make students analyze what they see and learn. In the **Historical Writing** section, students are given two writing assignments, one fiction and one nonfiction. Finally, the **History Challenge** section offers fun extension ideas for the students. The teacher lesson plans do not necessarily refer to each of the sections on the back of the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, letters, maps, and other primary sources are provided in both an authentic-looking format as well as in the book for reproduction. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. The easy-to-read copies of the primary sources in the book can be reproduced for the students to use during student activities. If the text of a document is too long, only an excerpt of the text is included in the book. The entire text of the document is available on the CD.

The CD

The CD provided with the book has copies of the 16 main primary sources and photographs, additional documents and photographs from the time period, and activities to support and enrich the lessons in the book, including 16 student pages to support the introduction. See pages 75–76 for more information about using the CD.

Objectives of This Unit

By participating in the lessons provided in this book, students will:

- articulate their observations.
- analyze what they see.
- improve their vocabularies.
- be prompted by visual clues.
- compare their assumptions against others.
- expand their appreciation for other time periods.

By presenting the lessons in this book, teachers will:

- improve students' test scores and improve test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take an active role in learning history.
- develop critical-thinking skills in students.

African Imperialism

Standard/Objective

- Students will explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference. (NCSS)
- Students will counter a German cartoon to show what imperialism did to Africans living in Africa.

Materials

Copy of the facsimile *German Colonialism Cartoon*; Copies of the historical background information (page 48); Copies of the student activity sheet, *The Opposite Point of View* (page 49); Copies of the *German Colonialism Cartoon* (page 50); Magnifying lenses

Discussion Questions

- Name one thing the artist exaggerated in this cartoon.
- What two things are being compared in this cartoon?
- What is the main point of this cartoon?
- Is this cartoon showing a positive or negative view?

Using the Primary Source

Begin by distributing copies of the *German Colonialism Cartoon* (page 50). Tell students to fold the cartoon in half horizontally and look at the top cartoon. Let them use magnifying lenses to see the cartoon up close. Then, tell students to look at the bottom half of the cartoon. Have students find partners. Ask the discussion questions aloud and let partners discuss them. After the final question, let partners share their answers with the class.

Distribute copies of the historical background information (page 48). Have students read it aloud with partners.

Explain to students that they will be working with their partners to create cartoons that show the opposite point of view. They should use what they learned from reading the background information to do this. Distribute copies of *The Opposite Point of View* (page 49). Give students time to work on their new cartoons. If time permits, have students share their cartoons with the class.

As a final activity, have students compare their cartoons with the original primary source cartoon. How are they different? In what ways are they alike? Discuss this as a class.

Extension Idea

- Have students find out where other European nations claimed land in Africa. They should make a colored map that shows these claims to the land. The map should include a legend.

African Imperialism *(cont.)*

Historical Background Information

Europeans have been fascinated by Africa for hundreds of years. In the 1800s, Europeans were interested in the continent even more. Europeans had visited North Africa long before that time. But, no white person had ever been to the middle of Africa until the mid-1800s.

Europeans were interested in new places that they had never seen. They were eager to use Africa's resources. These resources included timber, minerals, gems, exotic animals, and slaves. The Europeans also wanted to bring Christianity to the people of Africa. The ancient traditions of African people seemed bizarre to the white explorers. Europeans felt that they had a duty to bring their idea of civilization to the "dark continent." It was called the "dark continent" because not much was known about it. It was a mystery to most people.

In the 1880s, the European desire to take control of Africa grew. Great Britain, France, Belgium, Germany, Italy, Portugal, and Spain all claimed parts of Africa. This is sometimes called "the scramble for Africa." The people living in Africa had no choice in the matter. The foreign colonizers did not think much about those they ruled. Countless Africans were killed or enslaved by Europeans during this time. The European nations competed with one another for the best land. It was a matter of pride and responsibility. The Europeans thought they knew what was best for Africa and Africans.

Colonialism (kuh-LOW-nee-uhl-izuhm) and imperialism (im-PIH-ree-uhl-izuhm) are two terms that are often associated with this period of time. Colonialism is related to the word *colony*. A colony is a piece of land that is owned and controlled by a foreign country. Africa was divided into colonies belonging to the European nations. Imperialism is related to the word *empire*. An empire is the collection of all foreign lands. This includes colonies, which belong to a nation. Each European nation sought to build a large empire with its colonies.

The Germans were late getting to Africa. Other nations in Europe had already claimed much of the land. This cartoon was printed in 1896 in Germany. It shows a white man (probably a German) getting the jungle in order. The people, animals, and even the trees obeyed.

European colonialism has left its mark on Africa. The lasting effects can still be seen today. One of the most obvious effects is in the languages of African nations. In many countries, European languages are still used. English, French, and Portuguese are common in many African countries. For example, Portuguese is still spoken in Angola.

Many of the problems in Africa today can be traced back to the colonial experience. Africa has many tribes and distinct cultures. Colonialism grouped many of these tribes together in certain areas. Some of these tribes do not get along, and there have been wars. Refugee camps today are brought about because of these wars.



Name _____

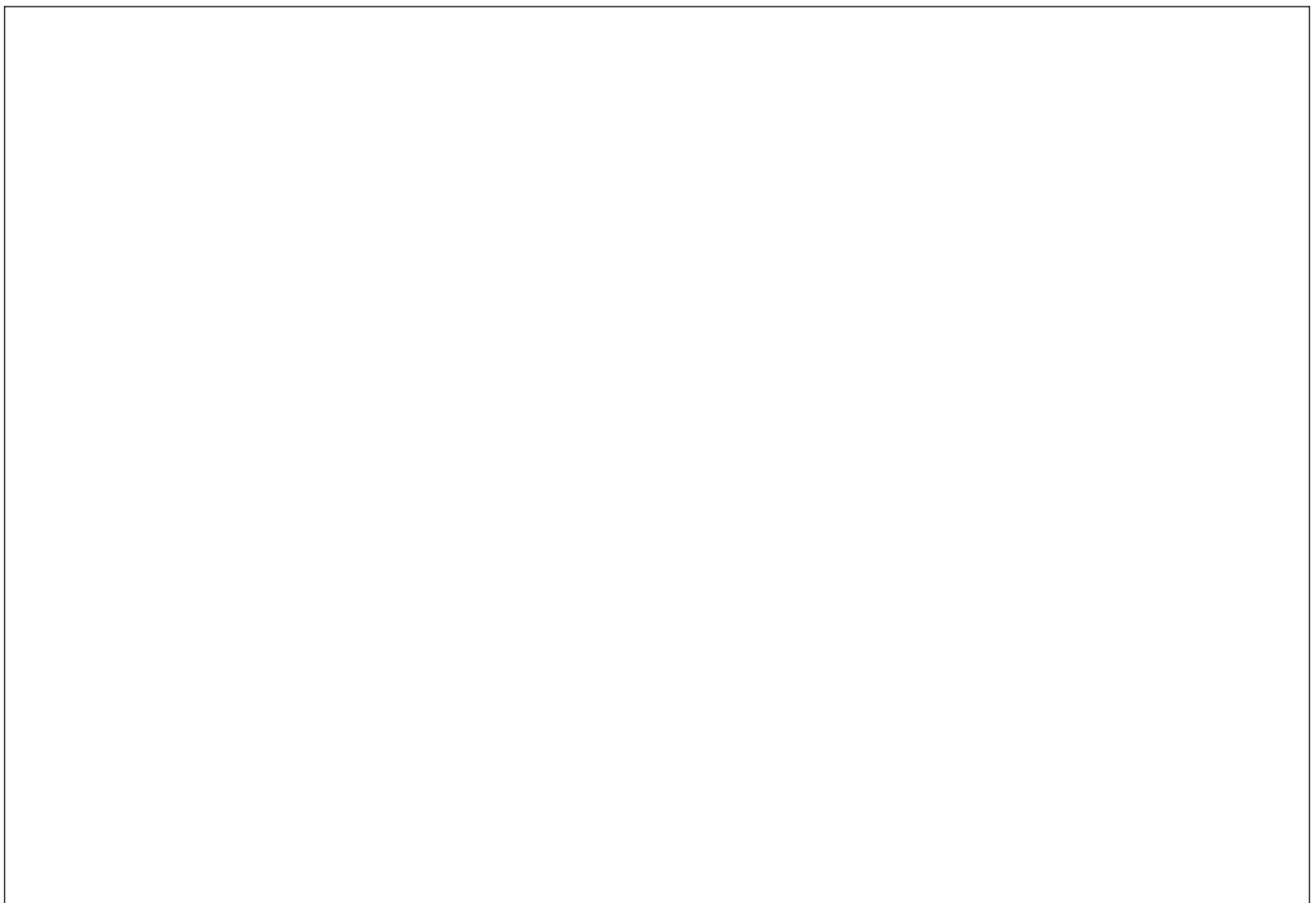
The Opposite Point of View

Background Information

During the mid-1800s, Europeans became interested in Africa. Countries scrambled to gain land on the big continent. They wanted to use the natural resources there. They also chose to take slaves from Africa. Many Europeans did not understand the African customs. They saw it as their duty to make the people there civilized. They also wanted to convert the Africans to Christianity. This cartoon was printed in Germany in 1896. It shows a man changing the wild Africa into an orderly place.

Activity

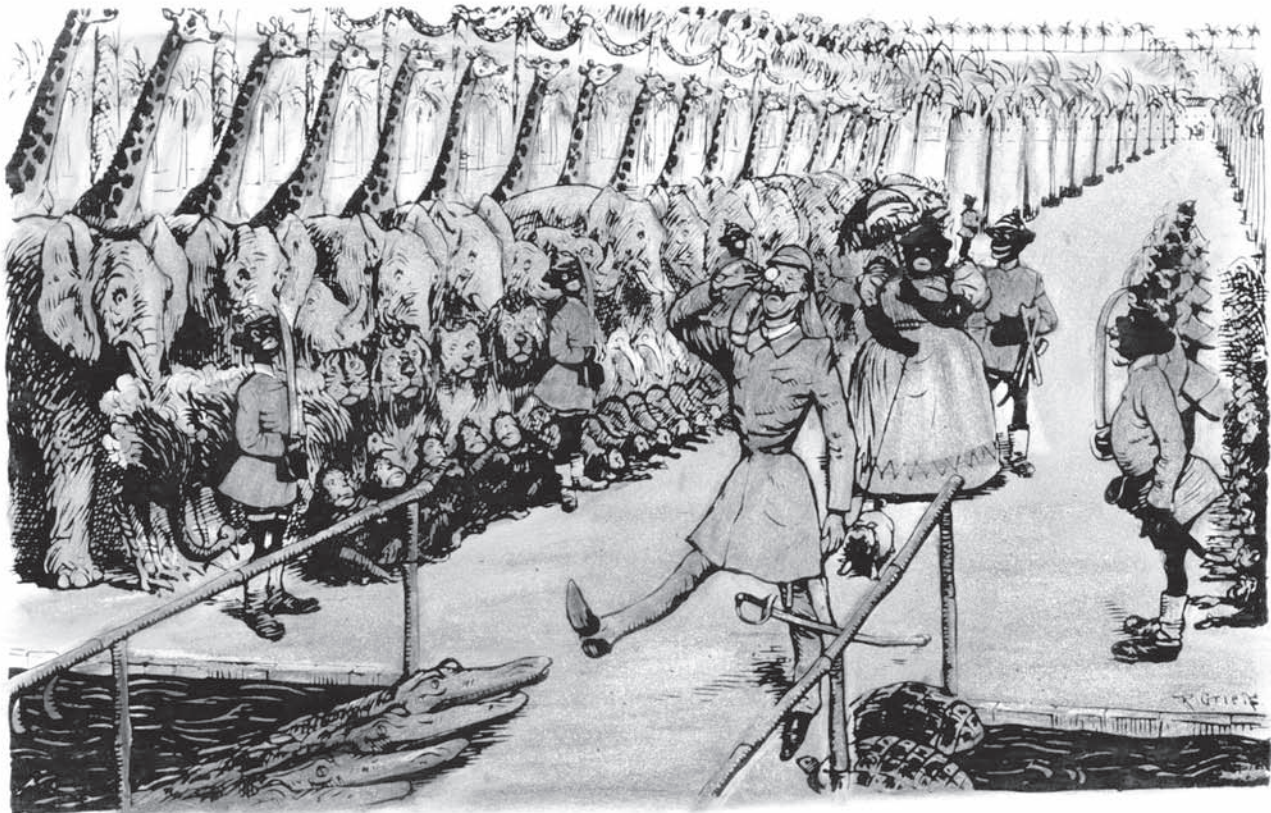
Directions: Look closely at the primary source cartoon. Then, in the space below, create a cartoon that shows an opposite point of view. Use the information in the historical background information to create this cartoon.



Challenge

Find out when the German colonies were taken away from Germany. What big event caused this to happen?

German Colonialism Cartoon



Source: The Granger Collection, New York

