

# African Imperialism: Scramble for Africa

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**Grade Level** High School  
**Duration** 3 class periods

## National Standards

### GEOGRAPHY

#### Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.  
13. How the forces of cooperation and conflict among people influence the division and control of the Earth's surface.

## AZ Standards

### ELA

#### Reading

##### Integration of Knowledge and Ideas

9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

#### Writing

##### Text Types and Purposes

9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,

## Arizona Social Science Standards

### GEOGRAPHY

#### The use of geographic representations and tools help individuals understand their world.

HS.G1.1 Use geographic data to explain and analyze relationships between locations of place and regions. Key tools and representations such as maps, remotely sensed and other images, tables, and graphs

#### Human-environment interactions are essential aspects of human life in all societies.

HS.G2.2 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

#### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

HS.G4.2 Analyze patterns of global power and influence in respect to trade, demographics, politics, and resource availability and use.

### HISTORY

#### The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

HS.H1.7 Analyze how technological innovation and trade has affected economic development and transformed societies.

#### Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.1 Explain multiple causes of conflict.  
HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

#### Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

articulating implications or the significance of the topic).

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.  
HS.H3.3 Compare the ways in which economic philosophies influenced political, economic, and social developments.  
**Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.**  
HS.H4.4 Examine how a diverse society can be a force for unity and/or disunity.  
**DISCIPLINARY SKILLS AND PROCESSES**  
**SP2:** Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.  
**SP3:** Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

## Overview

The 19<sup>th</sup> and 20<sup>th</sup> centuries saw European countries continuing to expand their influence around the world, especially on the continent of Africa. The most powerful Imperialist nations included England, France, Portugal, Spain and Holland. These European nations scrambled to claim territory and dominated the African governments, trade, and cultures. European countries actually viewed colonization of Africa as their right and responsibility, as they believed that they were culturally superior to the native populations. The African slave trade and treatment of the native peoples in the Congo by King Leopold further demonstrates that view. Imperialist nations also profited economically from taking natural resources such as diamonds.

## Purpose

Knowing the motivations for Imperialism in Africa is essential to develop an understanding of cultural diffusion and forces of conflict in that part of the world. In this lesson, students will uncover the consequences, both positive and negative, that resulted from this historical event.

## Materials

- ✓ Sticky notes
- ✓ Colored pencils/markers
- ✓ Scramble for Africa PowerPoint Presentation
- ✓ Create Your Own Country worksheet
- ✓ Political Cartoon Analysis Tool with a Geographic Lens
- ✓ Imperialism in Africa Cornell Notes worksheet
- ✓ Maps:
- ✓ Africa Regions Map (labeled)-  
[http://geoalliance.asu.edu/sites/default/files/map\\_s/AFREGNM\\_0.pdf](http://geoalliance.asu.edu/sites/default/files/map_s/AFREGNM_0.pdf)
- ✓ Africa's Resources Map  
[http://geoalliance.asu.edu/sites/default/files/map\\_s/Africa%20Resources\\_10\\_20\\_15.pdf](http://geoalliance.asu.edu/sites/default/files/map_s/Africa%20Resources_10_20_15.pdf)
- ✓ Website for additional information:  
Michigan State University's Exploring Africa 30 modules  
<http://exploringafrica.matrix.msu.edu/curriculum/>

## Objectives

The student will be able to:

1. explain the motivations for and the process by which Europeans colonized Africa during the 19<sup>th</sup> and 20<sup>th</sup> centuries.
2. analyze the effects of colonization on colonies.

## Procedures

### SESSION ONE

1. Project the Scramble for Africa PowerPoint that contains the day's objectives, bell work, a definition of imperialism, and a prediction exercise (slides 1-5). Record the students' predictions on the whiteboard so that they can be referred to at the end of the lesson.
2. Assign students into groups of 4-5 and distribute the Create Your Own Country worksheet. Advise students that all steps must be completed in order. Groups are not to go on to the next step until the teacher has reviewed their work and given permission to move on to the next step. (slide 6).
3. Have students work through the set of directions: create a flag, a constitution, and Bill of Rights for their mock country. After gaining approval of their work, students can begin to claim land by placing sticky notes on items around the classroom. You can have some areas of the classroom "off limits" if you prefer. These areas can represent areas in Africa that were not colonized such as Ethiopia and Liberia. The purpose of this demonstration is to show the students that the most organized (established, powerful, and industrialized) nations in Europe were the ones that colonized the most areas in Africa. Therefore, once one group begins colonizing the classroom, the other groups rush to complete the rest of the steps so that they too can begin colonizing. What results is a mad rush for territory, just like the Scramble for Africa.
4. Have students answer the questions (slide 7) in the PowerPoint. Discuss their answers.
5. Distribute Cornell Notes on Imperialism in Africa. Have students take notes on the European Motives for African Imperialism (slide 8).
6. Closure- Discuss the African trade maps (slides 9 and 10). Go back to predictions students made and decide as a class if their predictions were correct.

### SESSION TWO

1. Resume the Scramble for Africa PowerPoint that contains the day's objective and bell work (slides 11-13). Distribute the Political Cartoon Analysis Tool with a Geographic Lens to use with "The Sleeping Sickness" political cartoon. Have students work in pairs to write answers. Elicit responses from the whole class. The message in the cartoon should be that African people were held against their will as Europeans took advantage of the land.

2. Group students in to 4-5 students per group. Assign each group an African region (slide 14). Distribute both African Regions map and Africa's Resources map. Have students draw symbols and shade the Africa Regions to match the Africa's Resources map. (slides 15-16)
3. Go further by having students Use MSU's Exploring Africa matrix to help them discover what natural resources exist in their assigned region and what motivated people to move to and from their region over time. Students record their findings on their blank Africa Regions map. Have students report their regional findings to the class. Have students record 2-3 key ideas based on each group's regional presentations on their map.
4. Closure: Have students hand in map work.

### SESSION THREE

1. Have students return to their Cornell notes from yesterday. Ask students what motivation is connected to the political cartoon, "The Sleeping Sickness." Answers may vary.
2. Resume the Scramble for Africa PowerPoint taking notes on the 19<sup>th</sup> and 20<sup>th</sup> Centuries Mysteries and Adventures and continue with The Belgian Congo: "King Leopold's Ghost" and finish with "The Struggle for Africa." (slides 18-63)
3. Have students summarize what they know about the motives for European Imperialism. What do they believe were the positive and negative effects of imperialism on the colonizer and the colony?

## Assessment

Students' Cornell notes on African Imperialism can be graded for completeness and correctness. A score of 80% or higher will be considered mastery.

Students' maps of the African Regions can be graded for completeness and correctness. A score of 80% or higher will be considered mastery.

Students will receive a 4 or higher on the 6 Traits Writing Rubric in the area of Ideas and Organization on their summaries explaining the motives for Imperialism and analyzing its effects.

## Extensions

As an extension, have students close read various accounts of the Zulu Wars to gain differing perspectives on the effects on native people.

Students can compare King Leopold's campaign in the Congo to the Holocaust during World War Two. Have students research both events and discuss reasons that this historic tragedy is not as well known as the Holocaust.

## Sources

PowerPoint is modified from an original PowerPoint entitled "European Colonialism in Africa" by Susan M. Pojer of Chappaqua, NY

Africa Regions Map (labeled)-

[http://geoalliance.asu.edu/sites/default/files/maps/AFREGNM\\_0.pdf](http://geoalliance.asu.edu/sites/default/files/maps/AFREGNM_0.pdf)

Africa's Resources Map

[http://geoalliance.asu.edu/sites/default/files/maps/Africa%20Resources\\_10\\_20\\_15.pdf](http://geoalliance.asu.edu/sites/default/files/maps/Africa%20Resources_10_20_15.pdf)

Website for additional information:

Michigan State University's Exploring Africa

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