

Colonialism and African Culture

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1. Question & Research Task

What do you know about African Culture? Complete only the K and W sections of the provided [KWL chart](#). Make sure you save your chart - you will use it later in this lesson.

By the late 1800's, the practice of [colonialism](#) had carved established tribal regions in Africa into [areas under European control](#). Even though the colonial period in Africa lasted less than 100 years, the impact is evident even today.

Many tribes, such as the [Igbo](#) (Ibo) and [Yoruba](#) were faced with drastic cultural changes. [Igbo tribal beliefs](#) and [Yoruba tribal customs](#) were challenged by Christian Missionaries, who introduced the tribal chiefs and youth to the Christian God.



British leaders take power from the king of Ado, Nigeria
Image Source: Instructional Resources Corp, 2005. Accessed through Safari Montage.

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How can the dynamics of power and control be seen in African culture?

2. Information Sources

Your group will be researching one of topics below. Use this [Cornell Notes](#) graphic organizer to take notes to use in your presentation.

When you have finished with your Cornell Notes, return to your KWL chart and use your notes to complete the “L” section and answer the questions in the formative assessment.

Natural Resource Exploitation	Slavery	Christian Missionary Influence	Political Destabilization	Apartheid
Why European countries were interested in Africa. The Scramble for Africa How Diamonds Fund Africa's Conflicts	Curious History of Slavery in Africa Modern Day Slavery in Africa European Participation in the African Slave Trade	Missionaries and Colonies Christianity in Africa BBC The impact of Dr. Livingston, Missionary Explorer	Political Effects of Colonialism Genocide in Rwanda and Darfur Political Violence Interactive The Challenge of Decolonization	Apartheid The origins and impact of apartheid (Runtime: 1 min, 47 sec) Nelson Mandela – Ending Apartheid (Runtime: 5 min, 52 sec)



Colonial Africa

Image Source: World Book Online, 2013

3. Student Activity

Using the information you gathered, you will teach the rest of your class about the topic your group researched. Each group will make a 30-60 second video on their topic. You may use a [PowerPoint](#) with narration and automatic timing, [VoiceThread](#), or other presentation tool.

You will not be able to include all of the information that you learned, so you will have to evaluate what information/images are most important to understand the topic.

1. Your group presentation will be evaluated using the [presentation rubric](#).
2. Your group will evaluate and record keys facts from the presentations on the topics you did not research using the [Presentations](#) form.
3. After the presentations, complete a reflection on your own presentation using the [Reflection](#) form.



The Plumb-pudding in danger, or, State epicures taking un petit souper ... / Js. Gillray, inv. & fecit.

Image Source: [Library of Congress](#)

4. Assessment Activity

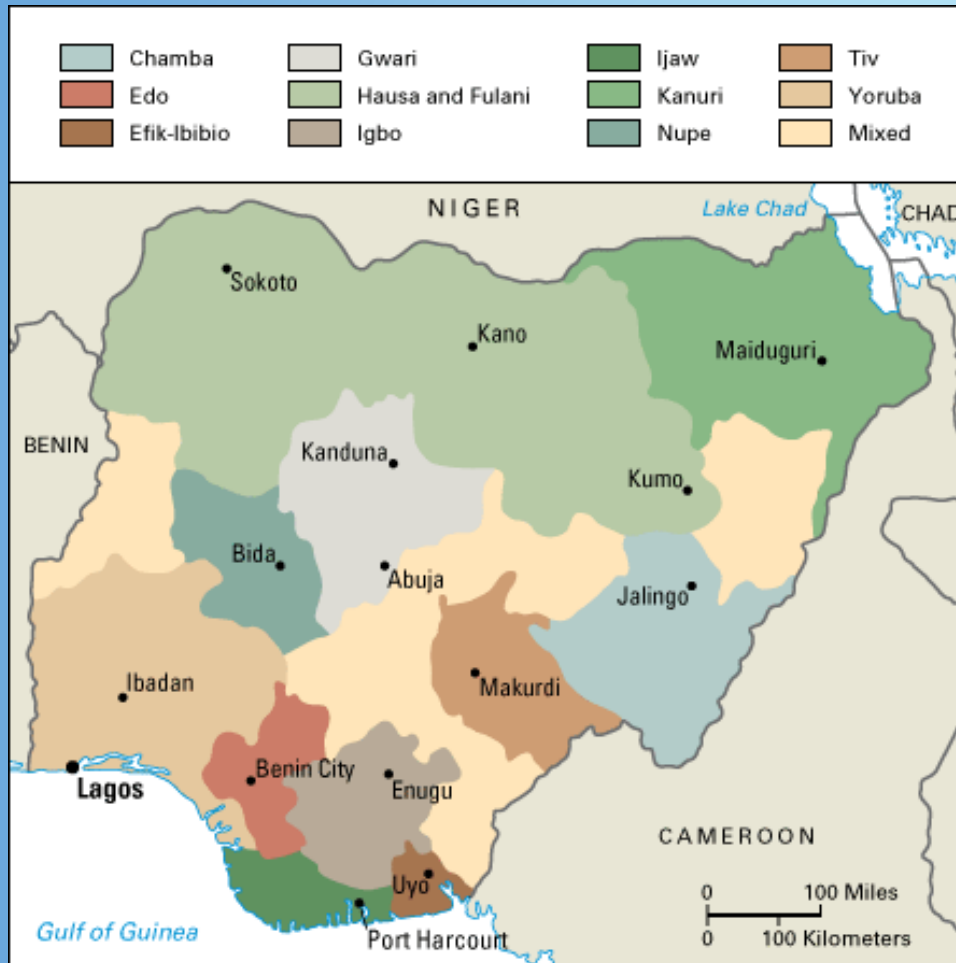
How can the dynamics of power and control be seen in African culture?

Respond to the question above in a well-developed response by using information from at least **three** of the topics you and your classmates have explored. Your teacher may suggest one of the following options for you to record your response.

- Type your response in the interactive text box. Save the PowerPoint and add your last name to the file name. Turn it in electronically, according to your teacher's instructions
- Type your response in Microsoft Word and print out
- Use a [VoiceThread](#) to record your answers. Save the URL or html code to send to your teacher.

Type your response here.

5. Enrichment Activities



Tribal Territories of Nigeria

Image Source: World Book Online, 2013.

- See how the [Bushmen of Botswana](#) strive to keep their native culture alive in this video (requires YouTube access). Create a [Venn diagram](#) that compares and contrasts Botswana and Igbo culture.
- Examine the article, [“The Colonization of Africa.”](#) Create a pro/con chart that evaluates the pros and cons of colonialism in Africa.
- Explore the problems faced by post-colonial Africa in the Safari video: [Africa Today](#). . Create a [Venn diagram](#) that compares and contrasts Africa pre and post colonization.

6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

Common Core State Standards

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standards for the 21st Century Learner

1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.

1.1.6 Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.

2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.

3.1.1 Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

3.2.3 Demonstrate teamwork by working productively with others.

Grade 10 Unit 1

Time Frame: 1 (90 minute) class period.

Differentiation:

- Direct students to use comprehension tools included in databases, such as: audio read-aloud, labeled reading levels, and embedded dictionaries.
- Teachers may use Brain Pop [Apartheid](#) and [British Imperialism](#) videos to differentiate texts.
- Model for students Cornell Notes using one of the links provided on slide 1.

AVID Strategies:

- Cornell Notes, Philosophical chairs (could be run at the end of the lesson using the prompt: Why was colonialism in Africa beneficial or harmful to the native populations?)

Notes to the teacher:

Consult your Library Media Specialist for assistance.

Alternative presentation tools: ReadWriteThink: [Cube Creator](#)