



You Take and You Take

Imperialism in Africa



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Grade Level	9th – 12th Grade	Time Frame	90 minutes
Subject	Social Studies	Duration	1-2 periods
Course	World History		

Essential Question

How did imperialism affect Africa?

Summary

In this lesson, students will explore the reasons for imperialism in Africa and the effects of colonization on the African continent. Students will analyze maps, images, and political cartoons. They also will watch a video and read an article to understand how imperialism affected the continent of Africa and African people. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

Students look at two maps of Africa, one from 1878 and one from 1914, and observe what changes occurred during that period of time.

Explore

Students analyze an illustration quadrant by quadrant to explore and understand the meaning of imperialism.

Explain

Students create a paired H-chart after reading an article and watching a video about imperialism in Africa.

Extend

Students analyze political cartoons to determine the causes and effects of imperialism throughout Africa.

Evaluate

Students summarize their knowledge of how imperialism affected the continent of Africa and African people.

Standards

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.3.5: Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism.

Attachments

- [Common Cartridge—You Take and You Take.zip](#)
- [H-Chart—You Take and You Take - Spanish.docx](#)
- [H-Chart—You Take and You Take - Spanish.pdf](#)
- [H-Chart—You Take and You Take.docx](#)
- [H-Chart—You Take and You Take.pdf](#)
- [I Notice, I Wonder—You Take and You Take - Spanish.docx](#)
- [I Notice, I Wonder—You Take and You Take - Spanish.pdf](#)
- [I Notice, I Wonder—You Take and You Take.docx](#)
- [I Notice, I Wonder—You Take and You Take.pdf](#)
- [Imperialism in Africa—You Take and You Take - Spanish.docx](#)
- [Imperialism in Africa—You Take and You Take - Spanish.pdf](#)
- [Imperialism in Africa—You Take and You Take.docx](#)
- [Imperialism in Africa—You Take and You Take.pdf](#)
- [Lesson Slides—You Take and You Take.pptx](#)
- [Maps—You Take and You Take - Spanish.docx](#)
- [Maps—You Take and You Take - Spanish.pdf](#)
- [Maps—You Take and You Take.docx](#)
- [Maps—You Take and You Take.pdf](#)
- [Picture Deconstruction Slides—You Take and You Take - Spanish.pptx](#)
- [Picture Deconstruction Slides—You Take and You Take.pptx](#)
- [Picture Deconstruction—You Take and You Take - Spanish.docx](#)
- [Picture Deconstruction—You Take and You Take - Spanish.pdf](#)
- [Picture Deconstruction—You Take and You Take.docx](#)
- [Picture Deconstruction—You Take and You Take.pdf](#)
- [Political Cartoons—You Take and You Take - Spanish.docx](#)
- [Political Cartoons—You Take and You Take - Spanish.pdf](#)
- [Political Cartoons—You Take and You Take.docx](#)
- [Political Cartoons—You Take and You Take.pdf](#)
- [T.A.C.O.S. Sample Responses—You Take and You Take.docx](#)
- [T.A.C.O.S. Sample Responses—You Take and You Take.pdf](#)
- [T.A.C.O.S.—You Take and You Take - Spanish.docx](#)
- [T.A.C.O.S.—You Take and You Take - Spanish.pdf](#)
- [T.A.C.O.S.—You Take and You Take.docx](#)
- [T.A.C.O.S.—You Take and You Take.pdf](#)

Materials

- Lesson Slides (attached)
- I Notice, I Wonder handout (attached; one copy per student)
- Maps handout (attached; one copy per student)
- Picture Deconstruction handout (attached; one copy per student)
- H-chart handout (attached; one copy per student)
- Imperialism in Africa reading (attached; one copy per student)

- T.A.C.O.S. handout (attached; one copy per student)
- T.A.C.O.S. Sample Responses (attached; for teacher use)
- Political Cartoons handout (attached; optional)

15 minutes

Engage

Use the attached **Lesson Slides** to introduce and guide the lesson.

Display **slide 3** and pass out the attached **I Notice, I Wonder** handout to each student. Inform students that they must use the [I Notice, I Wonder](#) strategy to analyze the two maps on the following slide.

After reviewing the instructions, go to **slide 4** and pass out the attached **Maps** handout to each student. Have students examine the 1914 map of Africa and compare it with the small inset map that shows Africa in 1878.

Allow time for students to examine the maps silently. Ask them to record their observations and questions individually on the I Notice, I Wonder handout.

Once students have finished, have a whole-class discussion about students' observations and questions.

Possible Student Responses

Students might notice how the colonial presence in Africa was not as pronounced in 1878, but by 1914, the majority of the African continent was controlled by European countries. Students might notice that France and Great Britain, in particular, claimed large areas of land in Africa for themselves. Students also might notice that Ethiopia and Liberia remained free of European control in 1914.

Students might wonder about the reasons for European countries' vastly increased colonial presence by 1914. How did these European countries come to control nearly the entire continent of Africa? Students also might wonder how this change affected the native African people who lived in the European colonies.

Go to **slide 5** and use the questions on the slide to guide class discussion. Have students pay particular attention to which countries are listed in the map key. Ask students to hypothesize what historical events occurred between 1878 and 1914 that led to the changes in the two maps.

Teacher's Note: Historical Context

Remind students that the Industrial Revolution was occurring in Europe during the 1800s, which led to a greater need for natural resources that could be used in the construction of factories and the fabrication of goods. Once European leaders learned that the continent of Africa had plentiful resources, they looked for ways to obtain and profit from these resources. Explain this historical context to students if they are struggling to come up with a hypothesis or conclusion on their own.

After discussing as a class, display **slide 6**. Read the essential question aloud: *How did imperialism affect Africa?*

Allow time for students to ponder the question. Then, ask for volunteers to share out their thoughts. Encourage all students to share their ideas.

Go to **slide 7** and briefly read aloud the lesson's learning objective.

25 minutes

Explore

Briefly introduce the concept of *imperialism* and explain how European countries' practice of imperialism caused the changes in the two maps of Africa.

Display **slide 8** and pass out the attached **Picture Deconstruction** handout. Inform students that they must use the [Photo or Picture Deconstruction](#) strategy to analyze the illustration on the following slides, one quadrant at a time.

For each quadrant, ask students to take notes on any words, symbols, and people they see. Students should write their observations in the corresponding quadrants at the top of the handout.

One by one, move through **slides 9–12** to show a different quadrant of the illustration on each slide. While students write their observations about each quadrant, have them also think about the image's title, "The Sleeping Sickness," and what it might mean.

After showing each of the four quadrants separately, go to **slide 13** to reveal the entire image. Allow time for students to analyze the illustration as a whole. On the handout, ask students to take additional notes on any details they missed in each quadrant.

Once students have filled in each quadrant, place them in groups of four and have them discuss and compare what they listed for each quadrant.

Possible Student Responses

In the different quadrants, students might list flags from several European countries (and Turkey), a giant sleeping African man, the word "Africa" being removed from the ground by European workers, a Belgian man whipping an African man, a wealthy European man with a gun, a White knight from Germany, signs that say "Keep Off," and Italy and Turkey pointing cannons at each other.

Go to **slide 14**. In groups or as a class, have students reflect on the activity and complete the handout.

- Ask students to compare the illustration to the maps they analyzed at the beginning of the lesson. What does the illustration have in common with the maps? (If needed, return to the previous slide for students to review the image in its entirety.)
- Discuss the illustration's title, "The Sleeping Sickness," and what it suggests about the way Africa and its people were treated during this time period. Have students write what they think the word *imperialism* means at the bottom of the handout and explain how it relates to the image's title.

Possible Student Responses

Students might observe that the maps and the illustration are similar because they both focus on Africa and how it was affected by European countries' invasion and interference.

Students might hypothesize that the illustration's title, "The Sleeping Sickness," refers to native Africans' struggle or inability to stop European people from invading their land. A more advanced student response might argue that the title suggests imperialism functioned as a disease that harmed Africa and the native people living there.

Teacher's Note: Contextual Analysis and Discussion

To strengthen class discussion about the illustration, you may consider sharing that the actual disease known as "Sleeping Sickness" is an infection caused by parasites. With this information, students might interpret the illustration as a comparison between parasites and the Europeans who established colonies in Africa. As more Europeans came to Africa, the continent's natural resources were depleted, and many Africans died from disease, mistreatment, and forced labor.

After having a class discussion about the illustration and its title, ask students to identify some characteristics of imperialism based on the illustration and the maps they analyzed earlier.

Use what students share out regarding the characteristics of imperialism to create a list on the classroom board for everyone to see.

20 minutes

Explain

By the end of this activity, students should be able to define "imperialism" and explain how it affected the continent of Africa and African people.

Have students work in pairs. Display **slide 15** and pass out the attached **H-chart** handout to each student.

Explain the [Paired Texts H-chart](#) strategy. Inform students that they must watch a video and read an article about imperialism in Africa before summarizing each on their H-charts. At the end of the lesson, students must write a third response in the middle of their H-charts to answer the essential question: *How did imperialism affect Africa?*

Go to **slide 16** to play the video, titled "[European Imperialism in Africa](#)." After the video, ask students to discuss it with their partners and summarize what they have learned on the right side of their H-charts.

Possible Student Responses to the Video

Africans were abused and killed by the millions because of imperialism. European imperialist powers, which had the ability to wage war on a large scale, took control of many regions in Africa to gain access to natural resources and human labor. Europeans' presence and colonial policies also changed traditional cultures and religions among African ethnic groups.

Teacher's Note: Historical Context

The video also includes some important historical context that you may consider pointing out to students: The Transatlantic Slave Trade that had begun centuries earlier significantly reduced the populations of African societies and led to intertribal warfare. By the late 1800s, this had weakened the ability of African groups to defend themselves against European countries' invasion and interference.

Go to **slide 17** and pass out the attached **Imperialism in Africa** reading to each student. As they read, ask students to highlight, circle, or underline three main ideas.

Once students have finished reading, ask them to compare their main ideas with their partners and summarize what they have learned on the left side of their H-charts. Remind students to hold on to their H-charts for use at the end of the lesson.

20 minutes

Extend

In this section of the lesson, have students analyze political cartoons to reinforce and enhance their understanding of how imperialism affected Africa.

Inform students that political cartoons are drawn with the intention of making an artistic statement about a political or historical event. Explain that political cartoons use images to convey opinions, and these images often have a deeper meaning than they appear to have at first glance.

Display **slide 18** and inform students that they must analyze three political cartoons about imperialism in Africa. Explain the [T.A.C.O.S.](#) strategy and pass out the attached **T.A.C.O.S.** handout to each student.

Alternative to Printing T.A.C.O.S. Handout

If you wish to save printer paper, you may forgo this handout. In this case, ask each student to write the acronym T.A.C.O.S. vertically down a piece of notebook paper.

Optional Handout

If you'd like to provide students with physical copies of each cartoon for them to pass around, consider printing the attached **Political Cartoons** handout.

One by one, move through **slides 19–21** and give students time to analyze each political cartoon using the T.A.C.O.S. strategy. You may allow students to work in pairs to complete the handout.

Once students have finished analyzing the cartoons, have a whole-class discussion about the meaning of each.

Possible Student Responses

See the attached **T.A.C.O.S. (Sample Responses)** document to view possible student responses for each political cartoon.

20 minutes

Evaluate

Display **slide 22** and ask students to revisit their H-charts from earlier in the lesson. Have students reflect on what they have learned and write an answer to the essential question: *How did imperialism affect Africa?*

Students should write their responses in the middle of the H-chart. Remind students that they can draw from their video and article summaries, as well as their political cartoon analyses, to help them respond to the essential question.

Once students have finished, you may collect their H-charts to assess students' understanding of the lesson content. If you wish, you may also collect any of the other handouts completed throughout the lesson.

Resources

- Bainbridge, D. (n.d.). The mad scramble for Africa [Cartoon]. Colormefree. Tumblr. <https://colormefree.tumblr.com/post/4681580543/legallypresent-the-mad-scramble-for-africa>
- DrRandomFactor. (2012). Flag map of colonial Africa (1913) [Image]. Wikimedia Commons. [https://commons.wikimedia.org/wiki/File:Flag_map_of_Colonial_Africa_\(1913\).png](https://commons.wikimedia.org/wiki/File:Flag_map_of_Colonial_Africa_(1913).png)
- Encyclopedia Britannica. (n.d.). Imperialism. Definition, history, examples, & facts. Encyclopedia Britannica. <https://www.britannica.com/topic/imperialism>
- Facing History and Ourselves. (n.d.). Colonial presence in Africa [Map]. Facing History and Ourselves. <https://www.facinghistory.org/resource-library/image/colonial-presence-africa>
- HistoryTubeTV. (2009, February 16). European imperialism in Africa [Video]. YouTube. https://www.youtube.com/watch?v=OJe1W_HIWmA
- K20 Center. (n.d.). I Notice, I Wonder. Strategies. <https://learn.k20center.ou.edu/strategy/180>
- K20 Center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>
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- K20 Center. (n.d.). Photo or Picture Deconstruction. Strategies. <https://learn.k20center.ou.edu/strategy/140>
- K20 Center. (n.d.). T.A.C.O.S. Strategies. <https://learn.k20center.ou.edu/strategy/1196>
- Polyp. (n.d.). Africa unfair trade mining minerals gold [Cartoon]. Polyp. https://polyp.org.uk/cartoons/wealth/polyp_cartoon_africa_unfair_trade_mining_minerals_gold.jpg
- Ross, G. (1911, October 25). The sleeping sickness [Digital print]. U.S. Library of Congress. <https://www.loc.gov/resource/ppmsca.27783/>
- Sambourne, E. L. (1906). In the rubber coils. Scene—The Congo "free" state [Cartoon]. Wikimedia Commons. https://commons.wikimedia.org/wiki/File:Punch_congo_rubber_cartoon.jpg
- South African History Online. (n.d.). Imperialism and socialism in the context of Africa. South African History Online. <https://www.sahistory.org.za/article/imperialism-and-socialism-context-africa>