



# You Take and You Take

## Imperialism in Africa



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<b>Grade Level</b>	9th – 12th Grade	<b>Time Frame</b>	90 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	1-2 periods
<b>Course</b>	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

- Common Cartridge (attached)
- Student devices with internet access
- Lesson Slides (attached)
- I Notice, I Wonder handout (attached)
- Maps handout (attached)
- Picture Deconstruction Slides (attached)

- Picture Deconstruction handout (attached)
- 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)

10 minutes

## Engage (Online)

To begin, share digital versions of the attached **I Notice, I Wonder** handout and **Maps** handout with students.

After explaining the [I Notice, I Wonder](#) strategy to students, have students examine the 1914 map of Africa and compare it with the small inset map that shows Africa in 1878.

Ask students to record their observations and questions digitally on the I Notice, I Wonder handout. Have students submit their completed handouts in your LMS.

### 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.

### Teacher's Note: Completing as a Class

If you are meeting with students in a synchronous online setting, discuss the differences between the two maps and have students share what they wrote in the I Notice and I Wonder columns. 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.

10 minutes

## Explore (Online)

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

Before beginning the following activity, create a [Padlet](#) discussion board where students can share their thoughts and respond to peers.

### Teacher's Note: Padlet Recommendations

Recommended Padlet format, title, description, and settings for this activity are as follows:

- **Format:** Wall
- **Title:** Imperialism in Africa
- **Description:** Analyze the illustration, titled "The Sleeping Sickness," and identify similarities between the illustration and the maps analyzed earlier in the lesson. What does the illustration suggest about the way Africa and its people were treated during this time period?
- **Settings:** Enable comments in the Padlet settings to allow students to comment on posts made by their peers.
- If the attribution option is not enabled in the Padlet settings, ask each student to enter their name as the title of their post.

Inform students that they must use the [Photo or Picture Deconstruction](#) strategy to analyze an illustration, one quadrant at a time. Use the following steps to complete this activity:

1. Share digital versions of the attached **Picture Deconstruction Slides** and **Picture Deconstruction handout** with students in your LMS.
2. 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.
3. After students have taken notes on each quadrant, have them analyze the illustration as a whole and take additional notes on any details they missed in 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.

4. After students have analyzed the image in its entirety, have them go to the Padlet discussion board.
5. 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? Students should share their thoughts in Padlet.
6. Have students 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 Picture Deconstruction handout and explain how it relates to the image's title.
7. Finally, check the Padlet board for student responses. Consider responding to students' posts with feedback to model best practices for online discussion. If you wish, you may have students also submit their completed Picture Deconstruction handouts in your LMS.

### **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.

25 minutes

# Explain (Face to Face)

## Teacher's Note: Lesson Slides

Since students are meeting in the classroom for the remainder of the lesson, use the attached **Lesson Slides** to guide the class and begin at **slide 15**.

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.

15 minutes

## Extend (Face to Face)

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.



30 minutes

## Evaluate (Face to Face)

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](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>
- K20 Center. (n.d.). Paired Texts H-Chart. Strategies. <https://learn.k20center.ou.edu/strategy/132>
- 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](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](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>