

The Scramble for Africa (Vocabulary & Mapping)

2/19/2020

Standards/TEKS: §113.43. World Geography Studies (c): 1(B), 2(A), 5(A), 13(A), 15(B), & 18(A)

Objectives:

Students will be able to...

- trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.
- describe the human and physical characteristics of the same regions at different periods of time to analyze relationships between past events and current conditions.
- analyze how the character of a place is related to its political, economic, social, and cultural elements.
- interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.
- explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.

Essential Questions:

- What was the purpose of the Berlin Conference? Who was involved? Why? What actions did they take? What mistakes did they make?
- What is the legacy (lasting effects) of European imperialism in Africa?

Materials/Technology:

- Individual/assigned seating
- Computer, speakers, overhead projector
- PowerPoint presentation
- Warm-up packets
- Notes/article worksheet (approx. 280 copies)
- *Upfront* article "When Africa Broke Free" (2015, *class set*, approx. 30 copies)
- Applicable accommodations for 504, SPED, EL, and/or G/T students

Entry Activity:

Hook/Focus: "Four Corners/Scramble for Africa" daily warm-up that includes students answering multiple-choice questions outlined in attached PowerPoint presentation.

Instructional Activities:

- **On-Level/Engaged Students:** Graphic organizer completed via direct lecture and co-operative learning with the aid of notes and multimedia
- **Advanced Students:** All the above plus processing questions provided on a case-by-case basis
- **Struggling Students/English Learners:** Refer to IEPs, teacher's notes, allow use of devices for translation purposes
- **Disengaged Students:** Reminders to refocus, preferred seating, or teacher's notes

Assessment: Completion of graphic organizer/worksheet is considered a single-formative assessment. This document is designed to be used in conjunction with the attached PowerPoint presentation and direct instruction. Directions are provided on each section of the worksheet.

Closure: Time permitting, students shall be asked to answer a 3-2-1 exit ticket (i.e., What are three new facts that you learned during this lesson? What are two questions you have about the material we just covered? What one thing did you find most interesting about the Scramble for Africa?).

Reteach: Lesson could be retaught in a co-operative learning setting where students are assigned specific sections or questions to answer as part of the overall activity.

Reflection: _____
