

Yale 2017 PIER Summer Institute: Africa and the World

Title of Lesson: The AlterNative States of Africa

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Subject Area(s): Geography, Human Geography, World History

Grade Level(s): 9-12

Time Allotment: 2-5 days (depending on block or regular schedule--with variations or not.)

Lesson Description: *Include- why is this important for students to know?*

Students need to understand the impact of political boundaries in Africa and how the colonial boundaries have had political, economic, and social consequences. By imagining what a more organic evolution of African States would look like without European influence, students should be able to analyze the impact of the Berlin conference and European hegemony.

Learning Context: *How does this lesson/unit fit within the context of the the larger unit or other units?*

This lesson will be a part of the political geography unit within AP Human Geography focusing on human territoriality, but it could also be implemented in a World History course within the study of the Berlin Conference. Additionally, there is some cross-content with introductory geography using GIS & map skills.

Compelling Question(s): *What question(s) will guide student inquiry during the lesson/unit?*

What would statehood look like in Africa had it never been colonized?

Content Standards: *What standards are addressed through the teaching of this lesson/unit?*

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Lesson Objectives/Learning Intentions:

1. Process and impacts of colonization in Africa/ Berlin Conference and beyond.
2. Dominant cultural and physical characteristics of the African landscape--considering

linguistics, ethnic, religious & tribal influences/ boundaries.

3. Boundary delimitation--patterns/ processes and things to consider (shapes of states, impacts of being landlocked, etc.

Lesson Vocabulary:

Content Vocabulary	Skill/Process Vocabulary
Boundary demarcation/ delineation Colonization Berlin Conference Compact states Prorupted states Elongated states Perforated states Fragmented states Landlocked states Microstates Enclaves & Exclaves Frontiers Geometric boundaries	Research Oral presentation GIS/ mapmaking Critical analysis of historical texts

Supporting Questions: *These questions are intended to contribute knowledge and insights to the inquiry behind the compelling question. These questions should provide students with the opportunity to explore content essential to advance the inquiry. Supporting questions should also serve to support development of formative assessment tasks (progress monitoring) and teacher or student selection of resources/teaching materials.*

Supporting Question 1	Supporting Question 2	Supporting Question 3
<i>What does the current political map of Africa look like? What are the problems with the current political boundaries?</i> <i>What did the “political” map of Africa look like prior to colonization?</i>	<i>In what ways have political boundaries been drawn on other continents that might suggest ways in which statehood might have emerged in Africa?</i>	<i>What are the dominant physical boundaries, resources and access to water, as well as cultural distinctions (religion, ethnicity, language, tribes) that need to be considered in the African landscape?</i>
Formative Assessment	Formative Assessment	Formative Assessment
Discussion Map quiz	Class discussion	GIS map

Materials/Resources	Materials/Resources	Materials/Resources
Maps Internet search	Lecture notes Internet search	ESRI/ GIS Lecture notes Internet search

Summative Assessment/Performance Task:

The ultimate goal of the lesson is to have students recreate the map of Africa assuming what it would look like today had Africa never been colonized. The assessment can be measured by group/ individual effort, research quality, the final map, and an oral presentation of either the research or the justification of the map.

Lesson Activities:

There are several ways this activity can be modified for group work depending on class size. Two versions are listed below.

- A) Students will be divided into groups and given specific regions to research in Africa based upon religious, linguistic, ethnic, and tribal distributions. Then, each group will add layers of information in a GIS map that reflect these boundaries on top of a physical map of Africa (You may want to add a layer of resource distribution as well). Finally, the class will work together to recreate political boundaries based on this layered map with the desired outcome of creating a continent with no (or few) landlocked countries.*
- B) Alternatively, students can work in an assigned group from start to finish. Students in each group will be given a specific role or research topic, and the group will create the new map together based on their research. Each group would have to present/ defend their new map of Africa to the rest of the class.*