

Before the Berlin Conference

- Introductory lecture on the Berlin Conference the Suez Canal, and European motives for imperialism. The PowerPoint slides that I use to introduce imperialism and the Berlin Conference can be found on the conference website.
- Give students some background information about why Europeans wanted to colonize Africa. (See attached reading)
- Define “imperialism” with political cartoon and quotes (see attached worksheet)

After the Berlin Conference and Anti-colonist rebuttal

- US-Puerto Rico relations are a great modern-day connection. I highly recommend checking out the book PUERTO RICO STRONG: A Comics Anthology. There are tons of 3-6-page comics highlighting different experiences regarding US colonialism.
- Check out the CHOICES curriculum on Colonization and Independence in Africa. <https://www.choices.edu/curriculum-unit/colonization-independence-africa/> The curriculum is \$30 and includes student readings on colonization and African independence movements. The curriculum includes four case studies (Ghana, Congo, Algeria, Kenya) examining specific issues regarding African independence. Each case study features a few primary source materials (often a paragraph from a speech) from both the European and Africa viewpoints.
- I have my students write an essay about the effects of French colonialism and forced assimilation in Algeria using CHOICES curriculum. An essay planning guide with a suggested outline and rubric are attached.

Scramble for Africa Overview

Read the following overview. After each paragraph, draw or summarize the information in the space provided.

The 19th century in Europe was a time of industrialization. Factories in Europe required raw materials to be manufactured into marketable products. As a result, Europeans sought both a source of raw materials, as well as, a market for manufactured goods in Africa. This economic motivation played a large role in the colonization of Africa.

Politics in Europe also led to the colonization of Africa. **Nationalism**-a strong of identification with and pride in one's nation-resulted in competition between European nations. This competition often resulted in wars between nations. Competition over colonial expansion in Africa was another way that national competition between European nations was demonstrated in the late 19th century. One of the causes of the **Scramble for Africa**, (1885-1910) which resulted in the colonization of all of Africa in just twenty-five years, was the competition between European nations. No major nation wanted to be without colonies. The competition was particularly strong between Britain, France, and Germany, the strongest European nation-states in the late 19th century.

In addition, ideologies of racial hierarchy were prevalent in Europe in the 19th century. Many Europeans viewed themselves as the most advanced civilization in the world, and some saw it as their mission to "enlighten" and "civilize" people in the rest of the world. Many inaccurate and racialized stereotypes of African peoples, which existed at the time, were used to justify colonialism in Africa.

The colonization of Africa coincided with the expansion of Christian missionary activity in Africa. You will remember from the last module that parts of Africa, such as Ethiopia and Egypt, were home to Christians right from the beginning of Christianity as a region. However, Christianity was introduced to the rest of Africa only in the modern era. Christian missionary activity began in earnest in the 19th century during the same period of time that European countries were becoming more engaged in Africa. Historians do not all agree on what the relationship was between Christian missionary activity and colonialism. However, evidence suggests that while many missionaries opposed the harsher aspects of colonialism, they were supportive of the colonization of African countries. Missionaries who supported colonialism believed that European control would provide a political environment that would facilitate missionary activity in Africa. This support for colonialism played an important role in legitimizing the colonial endeavor among the citizens of the colonizing powers in Europe.

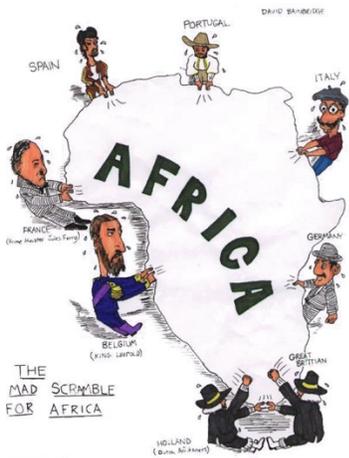
European nations were able to make certain areas of Africa into their colonies in two main ways. Some African leaders were willing to sign treaties with Europeans for various reasons. In some cases, they saw it to their benefit to gain European allies. In other cases, there was not a clear understanding of what the treaties were about or what the consequences of them would be. Secondly, military force was used in some cases when there was a large amount of resistance to colonial rule.

The Treaty of Berlin and the "Scramble for Africa": All of this treaty making and territory claiming by European nations caused a competitive rush for territory in Africa. This period is sometimes referred to as the "**Scramble for Africa.**" As a result, **Chancellor Otto von Bismarck** of Germany initiated a conference in 1884 for European nations to regulate the rush for territory. The conference served several main purposes. First, European nations were interested in being assured access to various important trade routes, particularly along the Niger and Congo river basins. Secondly, there was a concern to suppress the internal slave trade that was still going on in some parts of Africa. Thirdly, a ban was put on importing firearms into Africa, which resulted in Europeans having a monopoly on guns in Africa. And finally, occupation of territories in Africa was discussed. The result of this conference was a treaty called the **Treaty of Berlin**. By 1900, almost 90% of Africa was under European control.

Colonialism Brings New Borders for Africa It is important to realize how borders have shifted as a result of colonialism. The borders of African countries today were imposed from the outside by European nations. Often the people who drew these borders paid no attention to pre-existing groups or existing political organization at the time of colonialization. Sometimes they grouped together people who had never been united under the same government before. Sometimes they group enemies together. Sometimes they divided families or tribes into two separate countries

Imperialism

Political Cartoons: Explain what each political cartoon is showing



For each quote:

1. What is the author saying? Paraphrase his/her words
2. Does that author think imperialism is GOOD or BAD? WHY?

“May the sun never set on the British Empire!”

“So long as there is imperialism in the world, a permanent peace is impossible.” --Hassan Nasrallah

“British society has never been cleansed of the filth of imperialism.” -- Salman Rushdie

“Take up the White man’s burden, send forth the best ye breed...” –Rudyard Kipling

“We stole countries with the cunning use of flags” –Eddie Izzard

Essay Topic: What are effects of assimilation?

Background Paragraph – Based on Algerian assimilation

1. Why did the French army invade Algeria?
2. Why did French people move to Algeria?
3. Why did many Algerians NOT become French citizens?
4. What did Islam have to do with Algerian-French tensions?
5. How did the French army respond to Algerian demonstrations for freedom in the 1940s?
6. What did the FLN want in 1954? Describe some of the conflicts
7. How and when did Algerians finally gain their independence?

Thesis: _____

1st Body Paragraph – based on quotes from the French perspective

1. How did the French want Algerians to assimilate?

2. Explain how some Algerians lost their culture

Who/why important?	What did they say? Copy a “quoted” phrase	What does the WHOLE quote mean?

Topic Sentence for your 1st body paragraph: _____

2nd Body Paragraph – based on quotes from the Algerian perspective

1. Why did many Algerians feel forced to speak French and/or assimilate to French culture?

Who/why important?	What did they say? Copy a “quoted” phrase	What does the WHOLE quote mean?

2. Describe the All-African People’s Conference

3. Why did the All-African People’s Conference delegates object to imperialism/colonialism?
Explain at least THREE things

Topic Sentence for your 2nd body paragraph: _____

3rd Body Paragraph – based on research

Google Search Terms you will use: _____

Describe the article you found:

1. Name of article
2. Name of website/new source
3. Name of author

Describe the WHOLE article

Copy the quote that you will use

Topic Sentence for your 3rd body paragraph: _____

Conclusion Paragraph

Family Interview

1. Family member's name/relationship
2. When have you ever had to fit in with a different group of people? (ANYTHING from a new country to a new job)
3. Where there any benefits of fitting in?
4. Where there any drawbacks of fitting in?
5. My thesis is:

6. How do you think my thesis relates to your experience?

Essay Organizer

1. Introduction paragraph
 - a. Hook
 - b. Background information
 - i. What is assimilation?
 - ii. Describe European assimilation of Africans (Berlin Conference)
 - iii. Describe French assimilation of Algerians
 - c. Your thesis
2. 1st body paragraph: Quotes from the French perspective
 - a. Topic sentence: How does THIS paragraph relate to your thesis?
 - b. Describe WHO said your quote and why they are important
 - c. Give quote
 - d. Explain...
 - i. What the quote means
 - ii. How it connects to the French assimilation of Algerians
 - iii. How it connects to your thesis
3. 2nd body paragraph: Quotes from the Algerian perspective
 - a. Topic sentence: How does THIS paragraph relate to your thesis?
 - b. Describe WHO said your quote and why they are important
 - c. Give quote
 - d. Explain...
 - i. What the quote means
 - ii. How it connects to the French assimilation of Algerians
 - iii. How it connects to your thesis
4. 3rd body paragraph: From an outside source
 - a. Topic sentence: How does your document relate to your thesis statement?
 - b. Describe the WHOLE article
 - c. Cite your source (article/source/author)
 - d. Give your quote
 - e. Analyze that quote/fact
5. Conclusion: Connect to United States or your life today
 - a. Consider using information from your family interview about assimilation

	Excellent: 90-100	Proficient: 75-89	Partial: 60-74	Minimum: 59 - 0
Introduction	<ul style="list-style-type: none"> Thesis statement answers the question, adding a new way of thinking Background information is varied, interesting, and adds new understanding to thesis. Grabber is original and interesting 	<ul style="list-style-type: none"> Thesis statement answers the question Background information is varied and interesting Grabber is generic or doesn't connect to the rest of the paragraph 	<ul style="list-style-type: none"> Thesis is generic Basic background information is given (just the packet questions, no connections made) No grabber 	<ul style="list-style-type: none"> No/irrelevant thesis No background information
Body paragraph #1: French perspective quote	<ul style="list-style-type: none"> Topic sentence relate to the "because" part of the thesis. Quotes/facts are correct, relevant, show comprehension. Context of the facts is noted Sources are described or cited. Authors referred to Quote/facts were specifically selected to support thesis. Their relevance is described and historical context is clear. 	<ul style="list-style-type: none"> Topic sentence relates to the general thesis Quotes/facts are correct and show comprehension of the material Sources are described or cited. Quote/facts are described, and historical context (facts from the reading) is clear. 	<ul style="list-style-type: none"> Topic sentence somewhat relates to the thesis. Quotes/facts are correct but not explained. No comprehension of the material is evident. Sources are partly cited. Quote/fact analysis is limited (1-2 generic sentences) There are few specific facts from the reading 	<ul style="list-style-type: none"> Paragraphs missing or do not connect to the thesis Quotes/facts are irrelevant or incorrect Sources not cited Fact/quote analysis is confusing or irrelevant There are no specific facts from the reading
Body paragraph #2: Algerian perspective quote	<ul style="list-style-type: none"> Relate to the "because" part of the thesis. Quotes/facts are correct, relevant, show comprehension. Context of the facts is noted Sources are described or cited. Authors referred to Quotes/facts from sources were specifically selected to support thesis. Relevance and historical context is clear. 	<ul style="list-style-type: none"> Topic relates to general thesis Quotes/facts are correct and show comprehension of the material Sources are described or cited. Quote/facts support thesis and are described in some detail. Historical context (facts from the reading) is clear. 	<ul style="list-style-type: none"> Topic sentence somewhat relates to thesis. Quotes/facts are correct but not explained. No comprehension of the material is evident. Sources are partly cited. Quote/fact analysis is limited (1-2 generic sentences) There are few specific facts from the reading 	<ul style="list-style-type: none"> Paragraphs missing/not connected to thesis Quotes/facts are irrelevant or incorrect Sources not cited Fact/quote analysis is confusing, irrelevant, or missing There are no specific facts from the reading
Body paragraph #3: Research	<ul style="list-style-type: none"> Relate to the "because" part of the thesis. Quotes/facts are correct, relevant, show comprehension. Context of the facts is noted Sources are described or cited. Authors referred to and their bias is explained and taken into account. Quotes/facts from many sources (textbook, independent research, other classes) were specifically selected to support thesis. 	<ul style="list-style-type: none"> Relates to the general thesis Quotes/facts are correct and show comprehension of the material Sources are described or cited. Authors are referred to Quote/facts were specifically selected to support thesis. Their relevance is described and historical context is clear. 	<ul style="list-style-type: none"> Topic sentence somewhat relates to the thesis. Quotes/facts are correct but not explained. No comprehension of the material is evident. Sources are partly cited. Quote/fact analysis is limited (1-2 generic sentences) 	<ul style="list-style-type: none"> Theses or paragraph missing or do not connect to the thesis Quotes/facts are irrelevant or incorrect Sources not cited Fact/quote analysis is confusing, irrelevant, or missing
Closing paragraph from family paragraph	<ul style="list-style-type: none"> Thesis is re-stated in an original way and <u>connects</u> to the rest of the conclusion An <u>original</u> connection is made to your family/today/other events in history, explained in detail 	<ul style="list-style-type: none"> Thesis is re-stated in an original way A connection is made to your family or other events in history, and explained in detail. 	<ul style="list-style-type: none"> Thesis is re-stated Connection is confusing or generic 	<ul style="list-style-type: none"> Thesis is not re-stated No connection or conclusion given
Organization	<ul style="list-style-type: none"> The essay is easy to read and understand 	<ul style="list-style-type: none"> Does not hinder the understanding of the essay 	<ul style="list-style-type: none"> Mistakes make the essay confusing at times 	<ul style="list-style-type: none"> Mistakes make the essay hard to understand

Bibliography of printed sources

Primary Sources: Historical

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