

Lesson Plans: SS WHis LPQ3 053 Scramble for Africa Simulation

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Grade Level : Grade 10

Subject : Social Studies - High

Standards / Assessed Benchmarks: Florida STATE FL Social Studies Standard (2008)

Grades: 9-12

Florida Sunshine State Standards

World History

6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.

SS.912.W.6.6 Analyze the causes and effects of imperialism.

Description / Abstract of Lesson: Using this board game, the learners will • experience the competitiveness of the scramble for colonies in Africa in between 1884-1914. • experience the various ways that colonial powers acquired territory from the Africans. • understand the relative economic value of the individual colonies.

Essential Question- Scope & Sequence: **What effect did Imperialism have on Africa ?**

Technology Connections and Teacher Materials: **Scramble for Africa** board game (attached below)

Technology Connections and Student Materials: • 5 tokens representing 5 European powers in the scramble for Africa: Britain, France, Belgium, Germany and Portugal. • Spinner or die (any random generator system where a specific color or number represents a European country) • Scramble for Africa board • Dilemma answer booklet • Chance cards • 20 dilemma cards for each of the 20 African territories along with the dilemma answer sheet • Score sheets • 10 flags for each European power

Duration : 1 Days

Steps to Deliver Initial Instruction: This game will be used in a 10th grade World history class lasting 50 minutes, but can be extended over 2-3 days. The game will follow a lesson on the Berlin Conference and an introduction to Colonial Imperialism in Africa from 1884-1914. This game is meant to engage students and spark interest for a unit on imperialism. Students can play individually or in teams.

Guided Practice with Feedback: **The Rules**Teacher will review and enforce the rules, although making sure to take for additional explanations where necessary. Each of the scenarios or events actually took place in the identified time periods with the identified groups, nations, or people.

ESE/ESOL Accommodations & ESE/ESOL Strategies: Students can work individually or in small teams.

Assessment with Clear & Compelling: Following the completion of the simulation, each student will write an extended response based on their experiences during the simulation, the reasons for their actions, the impact of the European actions on the African colonies. Essays should focus on the European actions. Impacts on African peoples and cultures were not a concern of the Imperial nations, nor did they factor into the decision-making process during the scramble.

Creator : HS SS Content Team

File Attachments: Dilemma card Answers fold into booklet.pdf

Scramble for Africa Dilemma Cards.pdf

Scramble for Africa Simulation Instructions and map.pdf

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