



LOC TPS WH Class starter map Cape Town 1750 - 1900

9-12 Grade

AP World History Period 5

Paige Solomon, Norfolk Collegiate

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

10 minutes at the start of class

Description of activity: class starter

Activity Goals

Focus Question: What was the importance of South Africa to Europeans in the 1700s? Which nations were interested in this territory and for what purposes? How much of Africa was controlled by European states and for what purposes?

Context: Use this as a class starter when studying Period 5: 1750-1900

Objectives:

Virginia SOLs

STANDARD WHII.1a, b, c, d, e, f

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);
- c) identifying geographic features important to the study of world history since 1500 A.D. (C.E.);
- d) identifying and comparing political boundaries with the locations of civilizations, empires, and kingdoms from 1500 A.D. (C.E.) to the present;
- e) analyzing trends in human migration and cultural interaction from 1500 A.D. (C.E.) to the present;
- f) analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems, on events from 1500 A.D. (C.E.).

STANDARD WHII.4c

The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

- c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas.

STANDARD WHII.5d

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

- d) describing Africa and its increasing involvement in global trade.

STANDARD WHII.5e

The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by



- e) describing the growth of European nations, including the Commercial Revolution and mercantilism.

AP World History Skills contextualization; author's purpose
Key Concepts 5.1.II; 5.2.I

Assessment: Get students thinking about competition among European states for colonial holdings.

Activity Details

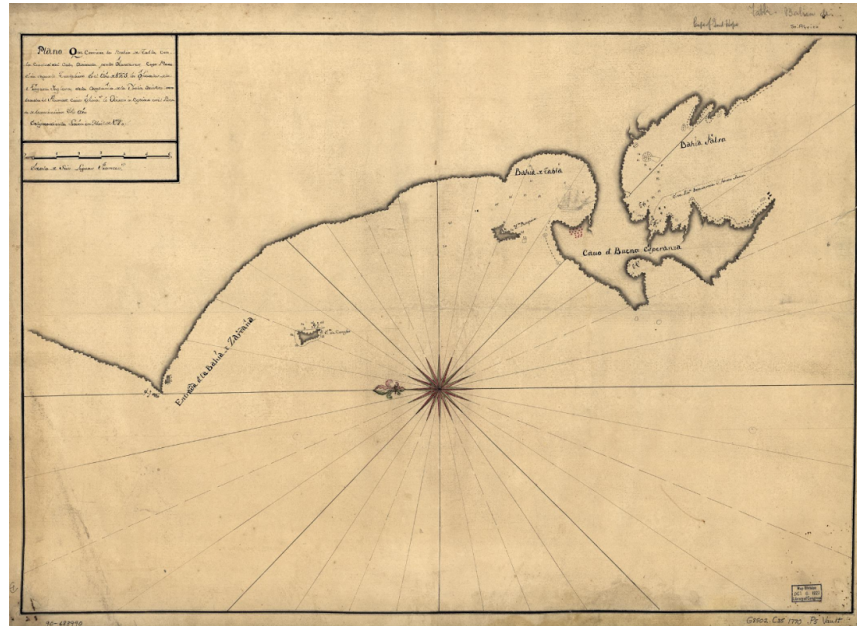
Primary Sources: see below

Procedure: Students should examine the map and bibliographic information individually, then come together with one or two classmates to discuss their observations and reflections.

Together they should answer the analysis questions below.

Extension - Refer to map of Africa showing European involvement in the late 1700s. Which areas of Africa were dominated by Europeans? For what reasons were Europeans there?

What you will need before implementing: Ideally students would have their own devices and internet access. If that is not possible, the teacher should have color copies of the document and description information on the back. Magnifying glasses would be helpful.



Plan of Table Bay with the City of Cape Town
1770

<https://www.wdl.org/en/item/533/>

Analyze this map for:

author

purpose

occasion

historical context