LOC TPS World History/AP World History Imperialism in Africa
9-12 Grades
Periods 5 and 6

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.

Two class periods of 45 – 60 minutes each
Description of activity:  Students examine primary source documents, determine their significance, and sort them into three categories to aid their understanding of the reasons for, the justifications for, and the effects of European imperialism in Africa.

Activity Goals
Focus Question: What motivated European imperialism? How did Europeans justify imperialism? What were the effects of European imperialism?

Context:  Part of a unit on European expansion, competition between European nation-states in the 1800s.

Objectives:  Interpret and analyze primary sources, determine their usefulness, and use them to help answer important questions about European imperialism in Africa.

Virginia SOLs
STANDARD WHII.1a, b, c, 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.);

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.9d, e
The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by

a) explaining the rise of industrial economies and their link to imperialism and nationalism;

e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.
Improving Historical Thinking Skills through Source-Based Instruction
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AP World History
Key concepts 5.1.II; 5.1.V; 5.2.II; 5.2.III; 5.3.III.D
Skills contextualization, argumentation

Assessment: Students sort documents and explain their thinking. They could get a grade on this for accuracy and reasoning. Summative assessment task - students write an essay explaining the reasons, justifications and effects of European imperialism in Africa.

Activity Details
Primary Sources: see below

Procedure: Students could work individually, in pairs, or in small groups to analyze the sources and decide how they can be used. Collaboration would be advisable. Debrief the class through discussion of sources. Groups could be asked to discuss their choices for a particular category (not all categories).
For the final phase, when students are showing their understanding, each should write their essay individually.

What you will need before implementing: Ideally all students will have their own devices and internet access. If that is not possible, you will need color copies of every document and description information on the back as well as paper copies of the activity.
Analyze each document carefully and then sort into three categories.
- Reasons that motivated European imperialism
- Justifications of European imperialism
- Effects of European imperialism

Be ready to explain the document and why you put it into that particular category.

Doc. A

Guinea Itself, as Well as the Greatest Portion of Nigritia or the Land of the Blacks, the One Called Ethiopia Inferior by Modern Geographers, the Other Southern Ethiopia
published Nuremberg, Germany, by the firm of Homännische Erben 1743
https://www.wdl.org/en/item/2586/
Doc. B

Colliery, Rhodesia
Frank G. Carpenter
1890-1925
https://www.wdl.org/en/item/553/

Doc. C

Hauling Wheat on Two Wagons Drawn by Pairs of Oxen, Rhodesia
Frank G. Carpenter
1890-1925
https://www.wdl.org/en/item/552/
Doc. D

Map of the Belgian Congo
Leon de Moor
1896
https://www.wdl.org/en/item/59/

Doc. E

King Bihuazin [i.e. Béhanzin] of Dahomey, and His Two Wives [Standing on Porch]: French Government Prisoner in Martinique, Fort de France
https://www.wdl.org/en/item/269/
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Doc. F

Zulu Chief, South Africa
1895
https://www.wdl.org/en/item/229/

Doc. G

Nursery Tales, Traditions, and Histories of the Zulus in their Own Words: With a Translation into English, and Notes. Volume 1
Reverend Henry Callaway, M.D.
1860-1866
https://www.wdl.org/en/item/4324/

Read pages 19-20.
What were the motives or goals of the author?
Read the preface of this book (pages 9-16).
Identify the purpose of the photographer/author?
Doc. I

*Explorations in Africa, By Dr. David Livingstone, and Others, Giving a Full Account of the Stanley-Livingstone Expedition of Search, under the Patronage of the New York Herald, as Furnished by Dr. Livingstone and Mr. Stanley*

Edited by Lurton Ingersoll

1872

[https://www.wdl.org/en/item/2564/](https://www.wdl.org/en/item/2564/)

Read the publisher’s preface and chapter 1

To what extent did Dr. Livingstone symbolize British intentions in Africa the age of imperialism?
Doc. J

Missionary’s House, the Congo, Africa
Bain News Service
1900
https://www.wdl.org/en/item/319/

Doc. K

The modern civilization of Europe. France in Morocco & Englanin in Egypt
A.H. Zaki.
1908-1914
https://www.loc.gov/item/2013645587/
From the Cape to Cairo
Udo Keppler
http://www.loc.gov/pictures/item/2010652189/
Summative Assessment Task - long essay

Students write an essay explaining the reasons, justifications and effects of European imperialism in Africa.

Alternative - students could create a news report or an Explain Everything.