

Unit Topic: Imperialism in Africa

Grade Level: 10th Grade

Student Teacher: Steve Schrack

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RATIONALE FOR UNIT AND CONTEXTUAL FACTORS:

This unit on Imperialism in Africa is designed to help students understand the complex historical forces and impacts of European colonization on African nations. It relates to instructional goals by building students' understanding of global historical patterns, fostering empathy, and encouraging critical thinking about power dynamics, resource exploitation, and cultural impacts. This unit connects to prior studies on European expansion, exploration, and global trade, providing a foundation for future units on post-colonialism and contemporary global relations.

SAMR Model Integration:

- **Substitution:** Traditional worksheets are digitized, enabling easy access and submission.
- **Augmentation:** Digital resources, such as Google Forms for assessments, enhance student engagement and streamline feedback.
- **Modification:** Digital mapping activities using Google Maps enable students to actively visualize and annotate African resistance efforts and colonial borders.
- **Redefinition:** Students use Canva to create digital posters and presentations, allowing them to creatively express their understanding of Pan-Africanism's ongoing impact.

OBJECTIVES:

1. Unit Objectives:

- Students will understand the motivations, strategies, and impacts of European imperialism in Africa.
- Students will analyze resistance movements and the rise of African nationalism as responses to colonial rule.
- Students will evaluate the long-term effects of imperialism on African nations and the concept of Pan-Africanism.

2. Standards:

- PA Standards: 8.4.9.A, 8.4.9.B, 8.4.9.D, 7.1.9.B
- Common Core Standards: CC.8.5.9-10.A, CC.8.5.9-10.F, CC.8.6.9-10.A, CC.8.6.9-10.C, CC.8.5.9-10.I, CC.8.6.9-10.G

3. Priority Content:

- Key events, figures, and concepts such as the Berlin Conference, resistance leaders, nationalism, and Pan-Africanism.
- Skills in analyzing historical maps, interpreting primary and secondary sources, and using digital tools for research and presentation.

CONTENT:

This unit will cover the historical context of European imperialism, examining motives for colonization, methods of control, African resistance movements, the rise of nationalism, and the Pan-African movement. The lessons will incorporate various activities designed to meet students' needs and encourage critical thinking, such as:

1. Instructional Activities:

- Introduction to Imperialism: Students analyze maps to understand territorial claims and boundaries set by European powers.
- Motivations of Imperialism: Students explore economic and political reasons for European colonization through videos and guided questions.
- Resistance Movements: Students research and map key African resistance efforts, evaluating factors that led to successes or failures.
- Nationalist Movements: Students create a timeline of nationalist leaders and movements, discussing the rise of self-determination.
- Pan-Africanism and Legacy: Students design digital posters on Pan-Africanism's goals, discussing its relevance in addressing colonial impacts.

2. Real-Life Application and College/Career Readiness:

- Students use analytical skills to understand how past global events shape current socio-political landscapes.
- Collaborative projects and presentations prepare students for real-world tasks like teamwork, digital literacy, and public speaking.

3. Critical Thinking and Problem-Solving:

- The unit fosters critical thinking as students analyze and interpret motivations, resistance movements, and the rise of nationalism.
- Discussions on ethical questions and the ongoing impacts of colonialism encourage problem-solving and empathy for diverse perspectives.

4. Consideration of Student Needs, Interests, Abilities, and Cultures:

- Activities are differentiated to engage various learning styles, including visual (map activities), verbal (discussions), and kinesthetic (digital projects).
- Content is selected to reflect diverse perspectives and provide opportunities for all students to connect with the material.

- The unit promotes cultural understanding, acknowledging Africa’s rich history and resilience, and helps students recognize the importance of heritage and identity.

5. Research Base:

- The instructional design is informed by historical and educational research that supports inquiry-based learning, student collaboration, and technology integration.

Materials and Resources for Teaching the Unit on Imperialism in Africa

1. Primary Texts and Worksheets:

- **African Imperialism Map Activity:** This worksheet provides a hands-on map activity where students label regions, colonies, and geographic features in Africa. It is crucial for understanding the physical divisions created by the Berlin Conference.
- **Readings on African Nationalism and Pan-Africanism:** Worksheets such as *The Rise of African Nationalism* and *Pan-Africanism* offer detailed background on key nationalist movements and figures, promoting engagement with the social and political impacts of colonialism.
- **Resistance Movements Document:** Provides background on African resistance efforts, including Ethiopia’s successful resistance under Menelik II, as well as failed attempts. This document serves as a foundation for analyzing different forms of resistance and their outcomes.

2. Multimedia Resources:

- **Video: "A Brief History of The Scramble for Africa":** This video introduces the historical context of the “Scramble for Africa” and is available through online educational platforms like YouTube. The video engages students with visual storytelling and helps them grasp the motivations and tactics of European imperialism.
- **Google Forms:** Used for video comprehension questions and formative assessments. Students answer guided questions based on the video, reinforcing understanding and enabling the teacher to monitor individual progress.

3. Digital Tools and Applications:

- **Google Maps:** This tool is used for mapping resistance movements across Africa. Students can digitally mark locations and add annotations about different resistance efforts, enhancing spatial understanding and providing a modern twist on traditional mapping activities.
- **Canva:** For creating digital posters on Pan-Africanism, Canva allows students to combine images, text, and symbols to represent themes of unity and self-determination. This tool supports creativity and helps students synthesize information in a visual format.

- **Google Slides:** Used for collaborative activities, such as creating a timeline of African nationalist movements. Each group adds slides for their assigned leader or movement, facilitating teamwork and shared learning.
 - **Projector and Classroom Screen:** These tools display videos, maps, and other multimedia content to the entire class, supporting visual learning and allowing students to view digital work together.
4. **Web Resources:**
- **YouTube or History Channel Website:** Offers access to relevant educational videos on African colonialism and resistance movements, providing historical context and enriching lessons with primary source material.
 - **Library of Congress and EDSITEment Websites:** Resources from these sites can provide additional primary source documents or images from the colonial period in Africa, which can be shared digitally with students to deepen historical understanding.

LESSON PLAN 1: Introduction to Imperialism in Africa

Student Teacher Steve Schrack

Date 09/26/2024

College Supervisor Nancy Gross

Grade Level 10th

Pennsylvania Academic Standards and Common Core Standards

PA Standards:

- **8.4.9.A:** Analyze the significance of individuals and groups who made major political and cultural contributions to world history.
- **8.4.9.B:** Explain the importance of historical documents, artifacts, and sites which are critical to world history.

Common Core Standards:

- **CC.8.5.9-10.A:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **CC.8.5.9-10.F:** Compare and contrast treatments of the same topic in several primary and secondary sources.

Objectives

Students will:

- Define and discuss essential terms related to imperialism, including "colonization," "empire," and "Berlin Conference."
- Analyze maps of Africa before and after the Berlin Conference to understand European territorial claims.
- Examine the economic and political motivations that drove European powers to colonize Africa.

Vocabulary		
Tier 1: - Tier one consists of the most basic words. • Colony • Empire • Resource	Tier 2: – Tier two consists of high frequency words that occur across a variety of domains. • Imperialism • Colonization • Boundry	
Essential Question(s)		
• Why did European countries pursue imperialism in Africa? • How did the Berlin Conference shape Africa's borders?		
Materials and Resources		
• Map Activity: Africa Imperialism Map Activity. • Reading: Excerpts on "Scramble for Africa". • Technology: Projector, Google Draw for map labeling.		
Instructional Procedure/Activities		
What is the general outline of your lesson and what activities will you use to engage students? Instructional Procedures (WHERE TO): • W: Introduce the unit and explain the significance of understanding imperialism's impact on Africa. • H: Show an introductory map and discuss why Africa's resources were attractive to European powers. • E: Equip students with map skills; discuss European motivations. • R: Students re-examine motivations using the map and reading materials. • E: Evaluate student understanding via the map activity. • T: Tailor for visual-spatial learners (map activity) and linguistic learners (discussion). Instructional Details: • Introduction (10 minutes): Begin with a brief discussion on the concept of imperialism. Show students a world map and highlight the areas in Africa that were colonized by European powers. Pose the question, "Why do you think European countries wanted to control these areas?" • Lecture and Notes (15 minutes): Provide a mini-lecture on the Berlin Conference and its role in dividing Africa among European nations without African input. Use visuals or a short video clip to illustrate the significance. • Map Activity (15 minutes): Distribute the Africa Imperialism Map Activity(Africa Imperialism Map ...)and instruct students to label African regions and European colonial claims. Using Google Draw or a physical map, students will add key locations, boundaries, and European powers. • Group Discussion (5 minutes): Bring students together to discuss their observations. Prompt them		

with questions like, “How might these boundaries have affected African societies?” and “What challenges might arise from these arbitrary borders?”	
Differentiation	
<i>Think about the different types of learners and how parts of your lesson meets them:</i> • Visual-Spatial: Map labeling. • Verbal/Linguistic: Group discussion. • Kinesthetic: Students mark on a digital map in real-time.	
Higher-Order Thinking	
• Level 1: Define "imperialism" and "colonization." • Level 2: Describe motivations for imperialism. • Level 3: Analyze how European divisions disregarded African tribal boundaries. • Level 4: Predict long-term impacts of these borders.	
Assessment(s)	
Formative: • Map completion • Participation in discussion.	Summative: • Map annotations checked for accuracy.
Closure/Follow-up/Homework	
Closure: • Discuss why Africa was attractive to Europeans. Homework: • Brief reflection on how Africa might look if Europeans had respected existing borders.	

Lesson 1 Reflection: Introduction to Imperialism in Africa

The lesson effectively introduced students to the concept of imperialism and the impact of the Berlin Conference. Students were highly engaged with the map activity, which allowed them to visualize the divisions imposed on Africa. This hands-on experience helped them understand the arbitrary nature of European-drawn borders. Students asked insightful questions, reflecting their curiosity about how these divisions impacted African societies. Overall, this lesson successfully set a strong foundation for the rest of the unit.

LESSON PLAN 2: Motivations and Tactics of European Imperialism

Student Teacher Steve Schrack

Date 09/27/2024

College Supervisor Nancy Gross

Grade Level 10th

Pennsylvania Academic Standards and Common Core Standards

PA Standards:

- **8.4.9.D:** Analyze how conflict and cooperation among social groups and organizations impacted world history.
- **7.1.9.B:** Explain and locate regions of the world and their characteristics using geographic tools.

Common Core Standards:

- **CC.8.6.9-10.A:** Write arguments focused on discipline-specific content.
- **CC.8.5.9-10.C:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Objectives

Students will:

- Watch and analyze a video on the "Scramble for Africa" to understand European imperialistic motivations.
- Identify specific resources and economic factors that attracted European countries to Africa.
- Discuss the impact of European economic interests on African societies, particularly in terms of exploitation and resource extraction.

Vocabulary

Tier 1: - *Tier one consists of the most basic words.*

- Trade
- Economy

Tier 2: – *Tier two consists of high frequency words that occur across a variety of domains.*

- Exploitation
- Diplomacy
- Industry

Essential Question(s)

- What motivated European countries to take over African land and resources?
- How did these motivations impact African societies?

Materials and Resources

- **Video:** "A Brief History of The Scramble for Africa".
- **Technology:** Google Forms for video questions.

Instructional Procedure/Activities

What is the general outline of your lesson and what activities will you use to engage students?

Instructional Procedures (WHERE TO):

- **W:** Explain how resources fueled European interests in Africa.
- **H:** Begin with thought-provoking questions on economic exploitation.
- **E:** Show video and discuss European tactics.
- **R:** Rethink motives through the video analysis.
- **E:** Evaluate through Google Forms responses.
- **T:** Tailor for auditory learners (video) and kinesthetic learners (interactive questions).

Instructional Details:

- **Hook Activity (5 minutes):** Begin with a thought-provoking question: “What would motivate a country to control another country’s resources and people?” Students write brief responses in their notebooks.
- **Video Viewing (10 minutes):** Show the video “A Brief History of The Scramble for Africa” (Africa Scramble Video Q...). Instruct students to take notes on the different motivations mentioned, such as resources, labor, and political power.
- **Video Questions and Discussion (10 minutes):** Use a Google Form to assess understanding, with questions from the *Africa Scramble Video Questions* worksheet. Allow students to discuss their answers in pairs.
- **Lecture and Notes (10 minutes):** Present a brief overview of the main economic and political motives for imperialism, linking them to the specific resources and strategic advantages European countries sought in Africa.
- **Class Discussion (10 minutes):** Facilitate a discussion on the ethical implications of these motives, asking questions like, “Do you think these motivations justify colonization?” and “How might African societies have viewed these actions?”

Differentiation

Think about the different types of learners and how parts of your lesson meets them:

- **Visual-Spatial:** Video with captions.
- **Logical/Mathematical:** Analyze cause-effect between resources and colonization.

Higher-Order Thinking

- **Level 1:** Recall specific resources desired by Europeans.
- **Level 2:** Compare the reasons for colonization.
- **Level 3:** Evaluate whether economic motives justified actions.
- **Level 4:** Create hypothetical European boundaries respecting tribal regions.

Assessment(s)

Formative:

Google Form responses.

Summative:

Short reflection on how economics influenced colonial strategies.

Closure/Follow-up/Homework	
Closure: - Group discussion on ethical considerations of colonization. Homework: - Research one European power's specific motivations.	

Lesson 2 Reflection: Motivations and Tactics of European Imperialism

The lesson on motivations for imperialism was impactful, as students were able to grasp the economic and political interests driving European actions in Africa. The video and discussion deepened their understanding, and many students expressed empathy for the African communities affected by exploitation. The use of Google Forms for guided questions allowed all students, including those who prefer written responses, to express their ideas clearly. By the end, students could connect motivations with the effects on African societies, achieving the lesson's objectives.

LESSON PLAN 3: African Resistance to Imperialism

Student Teacher Steve Schrack
College Supervisor Nancy Gross

Date 09/30/2024
Grade Level 10th

Pennsylvania Academic Standards and Common Core Standards
PA Standards: 8.4.9.B: Explain the importance of cultural interactions in world history. 8.1.9.B: Compare the interpretation of historical events and sources, considering historical context. Common Core Standards: CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources. CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Objectives
Students will: - Read and discuss major African resistance movements, focusing on both successful and suppressed efforts. - Map key resistance locations to identify patterns of conflict and resistance across the continent. - Students will analyze the challenges and strategies employed by African leaders and communities in their resistance against European colonization.

Vocabulary		
Tier 1: - Tier one consists of the most basic words. • Resistance • War	Tier 2: – Tier two consists of high frequency words that occur across a variety of domains. • Sovereignty • Diplomacy • Conquest	
Essential Question(s)		
• How did Africans try to resist European control? • Why did some resistance movements succeed while others failed?		
Materials and Resources		
• Reading: "Imperialism & Resistance in Africa." • Technology: Google Maps for plotting resistance locations.		
Instructional Procedure/Activities		
What is the general outline of your lesson and what activities will you use to engage students? One way to check the thoroughness of your lesson is by using the "WHERE TO" system • W: Describe African agency in resisting colonization. • H: Begin with a map of Africa showing European colonies. • E: Equip students with understanding through the reading. • R: Rethink the effectiveness of resistance efforts. • E: Evaluate through map annotations. • T: Tailor for visual learners (map) and linguistic learners (discussion). Instructional Details: • Introduction and Warm-Up (5 minutes): Start with the question, "What would you do if someone tried to control your home or resources?" Have students discuss briefly in pairs. • Reading Activity (10 minutes): Distribute the <i>Imperialism & Resistance in Africa</i> reading (World Unit 10.6 Imperia...). Ask students to underline or highlight examples of African resistance and note specific leaders or movements. • Mapping Resistance Movements (15 minutes): Using a digital map tool like Google Maps, have students mark key locations of African resistance (e.g., Ethiopia, Zulu Nation, Algeria). Students should annotate the map with brief descriptions of the resistance tactics and outcomes. • Mini-Lecture (10 minutes): Provide context on different forms of resistance, emphasizing Ethiopia's successful resistance under Menelik II. Discuss the factors contributing to its success and why other movements faced challenges. • Reflection and Discussion (5 minutes): Ask students to reflect on what factors made resistance		

difficult and whether they think similar strategies could work in different circumstances.	
Differentiation	
Think about the different types of learners and how parts of your lesson meets them: • Interpersonal: Group map activity. • Kinesthetic: Plotting on digital maps.	
Higher-Order Thinking	
• Level 1: Identify African leaders in resistance. • Level 2: Discuss effectiveness of resistance efforts. • Level 3: Predict impacts if resistance succeeded widely. • Level 4: Analyze Menelik II's tactics for Ethiopian success.	
Assessment(s)	
Formative: Annotated map submissions.	Summative: Written summary of resistance analysis.
Closure/Follow-up/Homework	
Closure: • Discussion on why resistance failed in many areas. Homework: • Research one failed African resistance.	

Lesson 3 Reflection: African Resistance to Imperialism

This lesson was one of the most engaging, as students were deeply invested in learning about African resistance efforts. The mapping activity helped students visualize resistance across Africa, and they were particularly interested in Ethiopia's success under Menelik II. Students demonstrated critical thinking skills by analyzing why some resistance efforts succeeded while others failed. The discussion revealed that students felt inspired by the resilience shown by African leaders and communities, which fostered a positive and reflective learning environment.

LESSON PLAN 4: Rise of African Nationalism

Student Teacher Steve Schrack

Date 10/01/2024

College Supervisor Nancy Gross

Grade Level 10th

Pennsylvania Academic Standards and Common Core Standards

PA Standards:

- **8.4.9.C:** Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation, and roles of women.
- **8.4.12.B:** Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

Common Core Standards:

- **CC.8.5.9-10.G:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CC.8.6.9-10.C:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives

Students will:

- Identify and discuss influential nationalist leaders and movements across Africa.
- Collaboratively create a timeline that highlights significant events and figures in African nationalism.
- Examine how global events, such as World War II, influenced the rise of African nationalist movements.

Vocabulary

Tier 1: - *Tier one consists of the most basic words.*

- Independence
- Freedom

Tier 2: – *Tier two consists of high frequency words that occur across a variety of domains.*

- Nationalism
- Self-determination
- Movement

Essential Question(s)

- What is nationalism, and how did it inspire Africans to seek independence?
- How did leaders and movements work to end colonial rule in Africa?

Materials and Resources

- **Reading:** "Rise of African Nationalism" and "African Independence Movements" Worksheets.

- **Technology:** Google Slides for timeline creation.

Instructional Procedure/Activities

What is the general outline of your lesson and what activities will you use to engage students?

Instructional Procedures (WHERE TO):

- **W:** Introduce concept of nationalism.
- **H:** Question on the importance of self-determination.
- **E:** Create a timeline collaboratively.
- **R:** Rethink the sequence of events and its impacts.
- **E:** Evaluate through presentation and peer feedback.
- **T:** Tailor for visual (timelines) and linguistic (discussion).

Instructional Details:

- **Warm-Up Activity (5 minutes):** Begin with the question, “What does it mean to have pride in one’s country or heritage?” Have students share their thoughts briefly.
- **Lecture and Notes (10 minutes):** Explain the origins of African nationalism, highlighting the role of key leaders like Kwame Nkrumah and Jomo Kenyatta. Show images and short bios of these leaders to give context.
- **Collaborative Timeline Activity (15 minutes):** Divide students into groups and assign each group a different nationalist leader or movement. Using Google Slides, each group creates a timeline entry for their assigned topic, including key events, dates, and the leader’s contributions.
- **Gallery Walk (10 minutes):** Have groups present their timeline entries to the class in a gallery walk format. Each group briefly explains the significance of their topic, and other students take notes or ask questions.
- **Class Discussion (5 minutes):** Lead a discussion on how the nationalist movements across Africa were similar or different. Ask, “How did global events like World War II influence these movements?”

Differentiation

Think about the different types of learners and how parts of your lesson meets them:

- **Interpersonal:** Collaborative group work.
- **Logical/Mathematical:** Analyze order of events.

Higher-Order Thinking

- **Level 1:** Recall figures of nationalism.
- **Level 2:** Compare nationalist leaders’ strategies.
- **Level 3:** Evaluate effectiveness of movements.
- **Level 4:** Create a revised timeline with hypothetical events.

Assessment(s)

Formative: Timeline contributions.	Summative: Presentation assessment.
Closure/Follow-up/Homework	
Closure: - Reflect on nationalism's role in Africa's future. Homework: - Essay on a nationalist leader's impact.	

Lesson 4 Reflection: Rise of African Nationalism

Students responded enthusiastically to the timeline activity, which allowed them to collaboratively explore the rise of African nationalism. Working together to highlight key leaders and events fostered a sense of shared learning, and students enjoyed presenting their findings to the class. Many students noted that understanding the push for independence helped them connect to African history more personally. This lesson clearly showed the students' ability to link historical events with the values of independence and self-determination.

LESSON PLAN 5: Pan-Africanism and Post-Colonial Africa

Student Teacher Steve Schrack
College Supervisor Nancy Gross

Date 10/02/2024
Grade Level 10th

Pennsylvania Academic Standards and Common Core Standards
PA Standards: 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced world history. 8.1.9.C: Analyze the fundamentals of historical interpretation (e.g., fact vs. opinion, cause and effect, inferences, primary sources, and secondary sources). Common Core Standards: CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources. CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question.
Objectives

Students will:

- Define and explore the principles of Pan-Africanism, focusing on goals like unity and self-determination.
- Create a digital poster synthesizing Pan-Africanism's historical context, key figures, and relevance today.
- Reflect on the impact of imperialism and discuss how Pan-Africanism addresses post-colonial challenges in Africa.

Vocabulary

Tier 1: - *Tier one consists of the most basic words.*

- Unity
- Heritage

Tier 2: – *Tier two consists of high frequency words that occur across a variety of domains.*

- Pan-Africanism
- Diaspora
- Legacy

Essential Question(s)

- What is Pan-Africanism, and how does it promote unity in Africa?
- How does Pan-Africanism address issues caused by colonialism?

Materials and Resources

- **Reading:** Pan-Africanism Worksheet.
- **Technology:** Canva for poster creation.

Instructional Procedure/Activities

What is the general outline of your lesson and what activities will you use to engage students?

Instructional Procedures (WHERE TO):

- **W:** Link Pan-Africanism to ongoing African unity.
- **H:** Visuals of Pan-African symbols.
- **E:** Digital poster on Pan-Africanism's impact.
- **R:** Revise posters for clarity and depth.
- **E:** Presentation and peer evaluation.
- **T:** Tailor for visual learners (posters) and kinesthetic learners (design).

Instructional Details:

- **Introduction and Hook (5 minutes):** Pose the question, "What would a united Africa look like?" Have students brainstorm ideas on what unity might mean for Africa.
- **Reading and Discussion (10 minutes):** Distribute the Pan-Africanism reading(06 - Pan-Africanism

Rea...). Students read independently, marking key points about the goals and challenges of Pan-Africanism. • Digital Poster Creation (15 minutes): Students use Canva to create digital posters representing Pan-Africanism's ideals, including themes of unity, independence, and self-determination. Encourage students to use images, quotes from Pan-African leaders, and symbolic elements like flags. • Poster Presentation (10 minutes): Each student or group presents their poster to the class, explaining the symbolism and key ideas they included. Classmates can ask questions and offer feedback. • Reflection and Wrap-Up (5 minutes): End with a discussion on the lasting impacts of imperialism and the role of Pan-Africanism today. Ask, "Do you think the vision of Pan-Africanism has been realized, or is it still a work in progress?"	
Differentiation	
<i>Think about the different types of learners and how parts of your lesson meets them:</i> • Intrapersonal: Individualized reflection. • Visual-Spatial: Digital design work.	
Higher-Order Thinking	
• Level 1: Define Pan-Africanism. • Level 2: Discuss goals of the movement. • Level 3: Analyze obstacles Pan-Africanism faces. • Level 4: Design solutions to improve its effectiveness.	
Assessment(s)	
Formative: Draft poster submissions.	Summative: Poster presentation assessment.
Closure/Follow-up/Homework	
• Closure: Reflect on Pan-Africanism's significance today. • Homework: No Homework	

Lesson 5 Reflection: Pan-Africanism and Post-Colonial Africa

The final lesson on Pan-Africanism was a strong finish to the unit, as students synthesized everything they had learned into meaningful reflections on unity and self-determination. The digital poster activity was engaging and allowed students to creatively express their understanding of Pan-Africanism. Students' presentations showed a deep appreciation for the

ongoing impact of colonialism and the importance of unity. This lesson left students with a positive and hopeful view of Africa's future, and they appreciated the chance to reflect on the lasting effects of history.

Overall Reflection and Self-Assessment

The Imperialism in Africa unit had a significant impact on the learning of all students, including those with individual needs. The range of activities, from hands-on map work to group discussions and digital projects, allowed each student to engage with the material in ways that suited their strengths. For example, visual learners benefited from the map and poster activities, while verbal learners thrived in discussions. Students with individual needs were supported by structured activities and differentiated materials, enabling them to participate fully and demonstrate their understanding.

Throughout the unit, students showed clear progress in their understanding of imperialism and its complex effects on African societies. Their growth was visible in the depth of their questions, reflections, and the quality of their final projects. This learning growth also reflected positively on my teaching performance. The structured sequence of lessons allowed me to build knowledge incrementally, while varied teaching methods kept students engaged. I was able to observe students making connections between historical events and contemporary issues, a sign of their developing critical thinking skills.

If I were to teach this unit again, I would consider incorporating more primary sources, such as excerpts from African leaders or firsthand accounts of colonial experiences. This addition could enhance students' empathy and provide a more personal connection to the historical content. Additionally, I would allocate more time for discussions, as students consistently showed a strong interest in sharing and debating their ideas. Allowing them extra time to explore these discussions could deepen their understanding and further enhance their engagement.