Colonization Case Study Project

The assessment for this unit is a case study on a country that was colonized. This is a group project for 3-4 students; each student will be graded individually, however. Choose from a list of countries that have been colonized to answer this question: **What impact did colonization have on political, economic, geographic, and social factors of [country name]?**

Deadline: <mark>Friday, December 2 @ 7:30am</mark>
       - Online submission: Presentation & Works Cited page to rdiana@osd.wednet.edu
            - Assignment Title: "Colonization Project"
            - Submit as: "[Country Name] - [Group Leader's Last Name]"
       - Presentations: <mark>F, M, T - 12/2, 12/5, 12/6</mark>
         ● 15 min/each; You'll sign up for a day

Learning Goals:
- Understand the colonial experience of your country as well as the lasting impacts of colonization on political, economic, geographic, and social factors
- Collaborate in groups
- Improve research and presentation skills

Schedule: Time will be provided in class to create your work, but it is your responsibility to be finished by the due date and you will need to do homework. The OHS library is open after school M-F, and the Timberland Libraries in Olympia, Lacey, and Tumwater are open in the evening until ~7pm (check websites for specifics).

			October 27 - Intro to Assignment - PEGS review - Groups/Role; Country/Plan - Impacts of Col.	28 - How to Research
31 Halloween Party!	November 1 P7 Chrome Cart How to Research	2 How to Research	3 Colonization Background Info Research	4 Colonization Background Info Research
7 P7 Chrome Cart **DUE: background info** -Group Check in -What happened during colonization	8 P7 Chrome Cart -Group Check In -What happened during colonization politically?	9 **DUE: Political info** - Group check-in - What happened during colonization economically?	10 - Group check-in - What happened during colonization economically?	11 **Veteran's Day**

politically?				
14 - Group check-in - What happened during colonization economically?	15 **DUE: Economic info** - Group check-in - What happened during colonization geographically?	16 - Group check-in - What happened during colonization geographically?	18 - Group check-in - What happened during colonization geographically?	19 **DUE: Geographic Info** - Group check-in - What happened during colonization socially?
22 - Group check-in - What happened during colonization socially?	23 **DUE: Social Info** - Group check-in - Independence Movements	24 **Thanksgiving Break**	25 -------	26 ------
28 - Group check-in - Independence Movements	29 - Group check-in - Independence Movements	30 **DUE: Independence info** -Long-term Impacts	December 1 -Long-term Impacts	2 **Presentation Day 1**
5 Presentation Day 2	6 Presentation Day 3 & Debrief			

Project Requirements:

Content - Essential Items:

1: How was your country conquered and colonized? Who colonized your country and for what purpose?

2: What happened during colonization politically?

3: What happened during colonization economically?

4: What happened during colonization geographically?

5: What happened during colonization socially?

6: Explain the independence movement in your country.

7: What are the long-term impacts of colonization in your country (PEGS)? Emphasize struggles in *democracy* and *human rights* as it relates to the long-term impacts of colonization.

8: Judge whether specific events and impacts of colonization were positive, negative or both.

Project Format:

● A physical or digital presentation that takes no more than 15 minutes (e.g., three-panel poster board, Prezi, video, or other format with my approval) and includes:

- A title that will engage the audience
- Specific examples that help answer ALL of the essential questions
- At least 5-8 visuals that help tell the story of your country's experience and answer the research question.
  - ▪ Write a caption for each that connects to the research question.
- At least 2 **Primary** source *text* documents that demonstrates your understanding (e.g., letter, news report from that time, you can use something from class).
- A timeline of key events *generally*—you select between 5 and 8 events – of the colonial experience in your country. It is up to you to decide which events are most critical to share.
- An interactive, hands-on activity that includes active participation (not just listening & taking notes) from the class (e.g., game, discussion, role playing, voting, opportunity for physical movement)
- A Works Cited (MLA format) with correct listings of at least 8 sources, not including visuals

Group Member Roles: You'll play one of the following roles in your group:
- **Leader**: You are responsible for making sure group-members are following their assigned roles and communicating well with one another. You must make sure the group achieves their daily goals, and if they don't, are responsible for letting me know what happened & how the group will adjust the overall work plan to finish on-time. You are also responsible for designating who researches what and leading a group check-in at the beginning of every research period. You will make sure the group locates strong primary and secondary source documents, both text and visual, related to your country's colonization experience.
- **Writer**: You are chiefly responsible for taking notes on the group's work plan and daily check-ins, and editing written elements of the presentation
- **Architect**: You are chiefly responsible for designing and leading the interactive/hands-on part of the presentation
- **Artistic Director:** You are chiefly responsible for locating visuals, and designing the presentation layout;
- All group members are responsible for generating ideas, researching, primary source document analysis (SOAPS), and creating the presentation
- If there are 3 or 5 of you in a group, adjust as you see fit to combine or share roles.

Groups and Grading:
- You may work with these students again in this course; get to know each other and build a foundation for positive collaboration as this will help you all succeed
- You will assess your own contribution to the group project and an anonymous reflection about the contribution of other members of your group. This will apply to your overall grade.
- If a group is unable to present on the designated day for any given reason (e.g., member absence, incomplete presentation) that group has 5 school days to make up the presentation for credit. Each day that passes is a half-grade reduction in points. The

group will be responsible for scheduling with me a time after school within that 5-day period.

- o If a group doesn't present when planned, the next groups in-line will present. This may mean groups scheduled to present on a different day will present earlier. So, all students must be ready to go.

Formerly Colonized Countries: Choose a formerly colonized country in Africa. *Note: Modern African countries will have different borders within these colonial boundaries and/or will have different names. Tip: Once you choose a country, match it to the map of Africa in 1914 to help in your research (e.g., indepedence info, impacts of colonization, etc.) because you will need to use both the colonial name AND the modern country name.
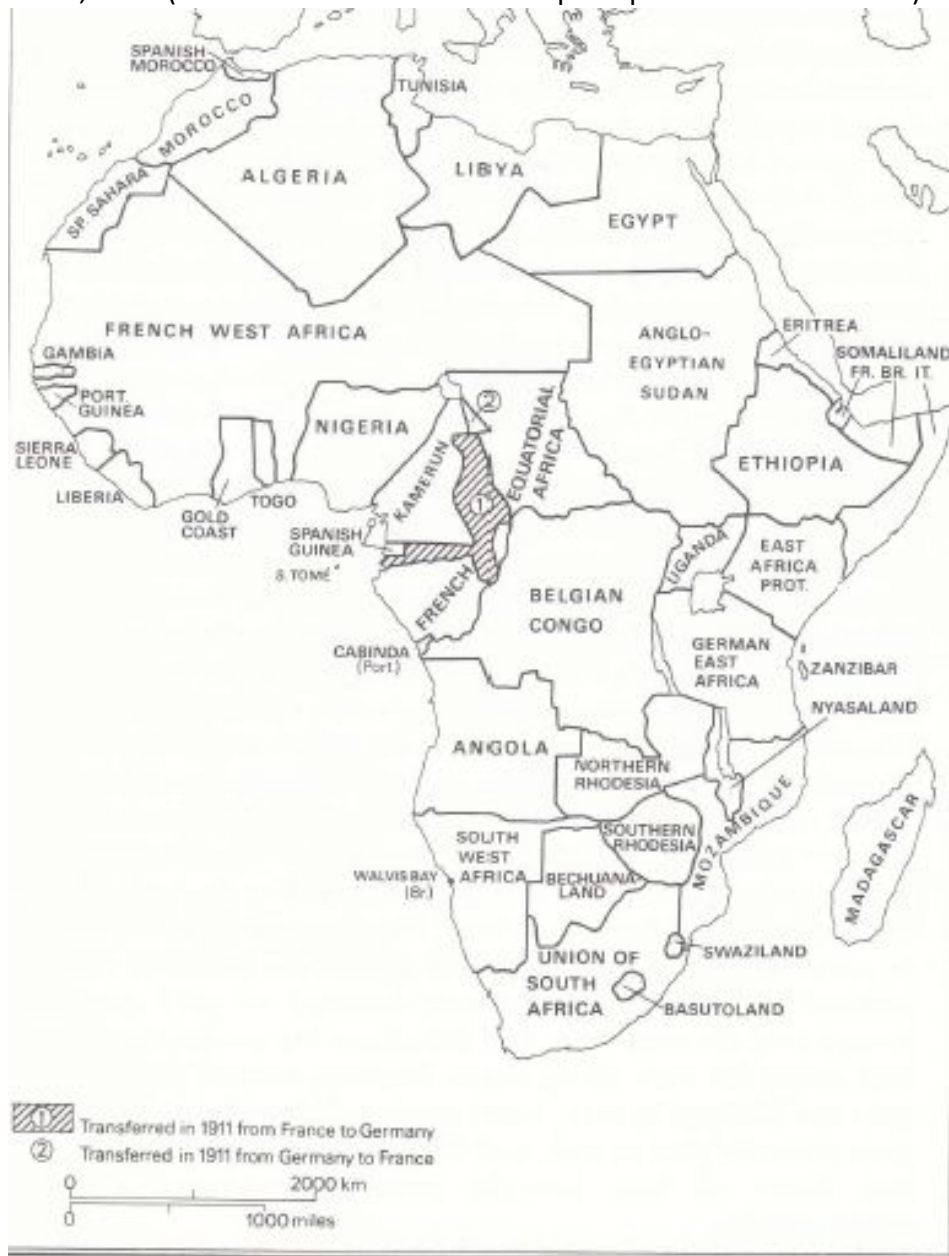
Africa, 2016:

Africa

MOROCCO

TUNISIA

WESTERN
SAHARA

ALGERIA

LIBYA

EGYPT

MAURITANIA

MALI

NIGER

CHAD

SUDAN

ERITREA

THE
GAMBIA

SENEGAL

GUINEA
BISSAU

GUINEA

BURKINA

DJIBOUTI

BENIN

SIERRA
LEONE

COTE
DTVOIRE

TOGO

GHANA

NIGERIA

LIBERIA

CAMEROON

CENTRAL
AFRICAN
REPUBLIC

SOUTHERN
SUDAN

ETHIOPIA

EQUATORIAL
GUINEA

REP. OF
THE
CONGO

UGANDA

KENYA

SOMALIA

GABON

DEMOCRATIC
REPUBLIC
OF THE CONGO
(ZAIRE)

RWANDA

BURUNDI

Lake
Victoria

Indian

ANGOLA

Lake
Tanganyika

Zanzibar

TANZANIA

Ocean

South

Atlantic

MALAWI

Lake
Nyasa

Ocean

ANGOLA

ZAMBIA

MOZAMBIQUE

MADAGASCAR

ZIMBABWE

NAMIBIA

BOTSWANA

SOUTH AFRICA
Walvis Bay

SWAZILAND

Indian

LESOTHO

SOUTH
AFRICA

Ocean

| 0 | 500 | 1000 Nautical Miles |

Africa, 1914 (most or all of Africa is in European posession at this time)

SPANISH MOROCCO

TUNISIA

MOROCCO

SP. SAHARA

ALGERIA

LIBYA

EGYPT

FRENCH WEST AFRICA

GAMBIA

PORT. GUINEA

SIERRA LEONE

LIBERIA

GOLD COAST

TOGO

NIGERIA

SPANISH GUINEA

S. TOMÉ

KAMERUN

FRENCH

EQUATORIAL AFRICA

②

①

ANGLO-
EGYPTIAN
SUDAN

ERITREA

SOMALILAND
FR. BR. IT.

ETHIOPIA

UGANDA

EAST
AFRICA
PROT.

BELGIAN
CONGO

CABINDA
(Port.)

GERMAN
EAST
AFRICA

ZANZIBAR

NYASALAND

ANGOLA

NORTHERN
RHODESIA

SOUTHERN
RHODESIA

MOZAMBIQUE

MADAGASCAR

SOUTH
WEST
AFRICA

BECHUANA-
LAND

WALVIS BAY
(Br.)

UNION OF
SOUTH
AFRICA

SWAZILAND

BASUTOLAND

▨① Transferred in 1911 from France to Germany
② Transferred in 1911 from Germany to France

0   2000 km
0   1000 miles

1   Africa in 1914

Names of Colonies:

Algeria	Uganda
Spanish Morocco	Somaliland (French, British, OR Italian)
Tunisia	Eritrea
Libya	East Africa
Egypt	German East Africa (Tanganyika)
French West Africa	Belgian Congo
Gambia	Angola
Port Guinea	South West Africa (German South West Africa)
Sierra Leone	Northern Rhodesia
Gold Coast	Southern Rhodesia
Togo	Nyasaland
Spanish Guinea	Mozambique
Nigeria	Madagascar
Anglo-Egyptian Sudan	Bechuanaland
Kamerun (Cameroon)	Union of South Africa
French Equatorial Africa (French Congo)	Swaziland
	Basutoland

Research Resources:
- Country background info: CIA: The World Factbook.
  https://www.cia.gov/library/publications/the-world-factbook/
- Economic Freedom Index: http://www.heritage.org/index/
- Jared Diamond, *Guns, germs and steel. A short history of everybody for the last 13'000 years*, 1997.
- "The Colonization of Africa." The New Yok Public Library.
  http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html
- Africa. Britannica Online: https://www.britannica.com/place/Africa
- Economic and Social Inequality in South Africa and Ghana:
  https://www.youtube.com/watch?v=bVCCXE1vjqg
- OHS Library:
  - Proquest – articles on impacts of colonization
    - advanced search "country" and "colonialism" "colonization" "colony"
  - Culturegrams – images, country history
  - OHS Class (library) web page – library – teacher resources – toolkit:
    - Encyclopedia of Nations – connections to today (impact on economic and social factors)
    - Avalon Project – primary and historical texts A-Z
  - Timberland Regional Library (trl.org):
    - Database: "World History: The Modern Era" (students need library card)
    - Database: "Daily Life Through History"
- In addition, I'll provide student samples of works cited from previous years

*****You may NOT use Wikipedia or ask.com (etc.) as a research source.