



## **Africa in the Media: Past, Present, and Future**

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This curriculum unit is recommended for:  
African American Studies, 11-12<sup>th</sup> grades

**Keywords:** media, third world country, imperialism, racism, colonization

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

### **Synopsis:**

This unit will focus on bridging the gap between reality and perception. Historically, images of Africa are those of an underdeveloped, poor, and starving continent. How did these images come to be prevalent among the media? Why do we as Westerners not know about all of the extraordinary people, places, and cultures this continent has to offer? Is it the fault of the media who tend to display more negative views of Africa to people, or is it the fault of the Africans who have allowed themselves to be portrayed in a negative light? This unit's purpose is to show students the history behind the negative images portrayed by Western journalists, how some things have changed and stayed the same, and to see how this new era of information overload and technological advances in media has helped and hindered the ideas of Africa by the general populations of countries in the West.

*I plan to teach this unit in my current course of African American Studies. I have eighteen students in one section of this course.*

*I give permission to Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

# **Africa in the Media: Past, Present, and Future**

*Veronica Hall*

## **Introduction**

My course curriculum is based on the North Carolina Standard Course of study for African American Studies. African American Studies is a conceptually driven course that introduces students to the exploration of the rich and diverse history and culture of African Americans. The goal of this course is to broaden the knowledge and understanding of students interested in learning about the histories, cultures and economic, geographic and political realities of African Americans. This course should provide students with an opportunity to engage with the social, economic and political activities of African Americans in a way that allows them to make deep connections across the curriculum. The historical context of this course should be taught with relevance to contemporary and current issues in order to ensure a deeper understanding of students.

Cochrane is a one-to-one technology school, where the students have a device and take it home every day. I will use many online resources as a part of my unit to teach the content and help students master the curriculum. Our textbook is also available online, as are other resources such as YouTube, online articles and useful websites. I use Google Classroom as my delivery platform for my students. This is where all assignments are posted and submitted throughout the semester.

The African American experience spans four hundred years, from the initial settlement of the American continent by Europeans and the establishment of the Trans-Atlantic slave trade, and down through the present day. Throughout their sufferings and ordeals, the people of African descent who were brought involuntarily to this country found the courage and creativity to “make themselves.” They constructed their own unique rituals, traditions and symbols; a distinct spirituality, music, art, dance and folklore; a rich cultural heritage, kinship, and community; and a complex body of political and social ideas about the contradictory nature of American democracy and the position of black people within it. In effect, black Americans made their own history, although not always in the manner in which they chose because they were encumbered by the constraints of institutional racism and white privilege.

This course in the African American experience is largely constructed around the voices and language used by black people themselves. The course is organized chronologically, with an emphasis on the ideas of black social thought, political protest, and efforts to initiate social change. About one-half of the course covers the historical foundations and background to the modern black experience, from the struggle against slavery to the Harlem Renaissance. The second half of the course focuses on the past seventy years, from the Great Depression to the twenty-first century.

During our course, we talk about a wide spectrum of African American leaders, intellectuals, organizations, and institutions. Some have focused their energies primarily on finding ways for the black community to survive discrimination and oppression. Through the development of their unique cultural and social traditions and the establishment of African American organizations, black people have managed to sustain themselves in the face of almost constant adversity. Other African Americans have advocated strategies of collective political change, challenging the barriers of inequality in white America. Still, others have resorted to more radical means, from the slave rebellions of the nineteenth century to the ghetto uprisings of the late twentieth century, to improve the conditions of the black people. Despite these differences, what brings together nearly all representatives of the black experience are the common efforts to achieve the same goals: the elimination of racism, the realization of democratic rights and greater social fairness within a racially pluralistic society, and the achievement of cultural integrity of the black community.

Through the course activities, required readings and discussions, hopefully students will acquire a fuller understanding about the historical development and social construction of black America: what African Americans have thought about themselves and the larger society, how they have evolved as a community with a distinct culture from slavery to the twenty-first century, and where they may be going as a people.<sup>1</sup>

## **Rationale**

I am creating this unit for my African American Studies course. This is an elective course for upper-class students only. I have 18 students in this course. We have not had this course offered at my school since the 2013-14 school year when I last taught it. We are also using project-based learning within our blended learning platform of instruction. Our school uses data from previous NC Finals and projected scores to determine a baseline for instruction. At the beginning of the semester, I give a pre-assessment that I create from School net. Based on the data from that test, I gauge what standards need more attention, and that allows me to see where my students are already. Our school uses the blended learning model for instruction. The teacher's role is to facilitate instruction-using technology as the main tool for instruction.

Most American students mistake Africa for a country and not a collection of independent countries, all with vastly different people, governments, economies, and traditions. Most people get their ideas about this continent from news sources, movies, magazines and other social media outlets. However, what picture is painted about this intriguing and interesting continent? Most of the information that we as outsiders receive about Africa and the nations of Africa is usually negative. News blurbs focus on the violence, war, poverty, and disease of the continent. Did you know that there are nineteen billionaires who live on the continent?<sup>2</sup> While that is the lowest number by continent, we have to remember that almost all of Africa was colonized well into the twentieth century.

African American Studies focuses on the history of Africa from the great empires of Mali, Ghana, and Egypt to the colonization of the continent, through independence, apartheid,

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<sup>1</sup> "Standard Course of Study." Table of Contents. <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

<sup>2</sup> "Africa's Billionaires." Forbes. Forbes Magazine. <https://www.forbes.com/africa-billionaires/list/>.

civil wars and growth, and prosperity. Africa is more than a group of nations that have gone through some of the most devastating histories on the planet; it is the birthplace of humanity. This unit will look at how the media portrayed Africa in the past, how Africa is viewed currently and how we can change the trajectory of social media's future portrayal of Africa. I want to explore the negative stereotypes that the media has created in America especially. How can the media change how it made an entire continent look to people in the world? There is so much more to this continent than what is shown in the media. We have to focus on the progress and how to help change the image of the nations of Africa, as well as address the stigma attached to the continent because of a one-sided media.

## **Demographics**

Cochrane Collegiate Academy is a 6-12 school with a traditional middle school 6-8 and a Blended Learning Magnet High School called iMeck Academy. Our current total enrollment is 940 students: 217 (23%) in 6th grade, 188 (20%) in 7th grade, 236 (25%) in 8th grade, 100 (11%) in 9th grade, 77 (8%) in 10th grade, 55 (6%) in 11th grade, and 67 (7%) in 12th grade. Our demographics are 52.3% Hispanic, 39.3% African American, 2.8% Asian, 2.8% White, and 2.7% other. We have 9.2% of students with disabilities, 1.1% AIG, 3% McKinney-Vento, and 22.9% English Language Learners. I currently teach 11-12 grade American History II, African American Studies and Latin American Studies. Our school is currently a Title I school as defined by the Federal Elementary and Secondary Education Act. This group of students has above an 85% passing rate in both Civics and Economics and American History I. They have shown growth in the past two years in both subject areas. They are coming to me with a lot of background knowledge and expertise.<sup>3</sup>

## **Objectives**

During this unit, I plan to address the following learning objectives and standards:

AAS.H.1.1 Use primary and secondary sources to interpret various historical perspectives.

AAS.H.1.2 Analyze competing historical narratives and debates among historians.

AAS.H.1.3 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

AAS.H.1.4 Analyze how historical context shapes and continue to shape people's perspectives.<sup>4</sup>

Common Core Literacy Standards Grade 11-12<sup>5</sup>

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

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<sup>3</sup> "Cochrane Collegiate Academy Profile (2019-20): Charlotte, NC." Public School Review. <https://www.publicschoolreview.com/cochrane-collegiate-academy-profile>.

<sup>4</sup> "Standard Course of Study." Table of Contents. <http://www.ncpublicschools.org/curriculum/socialstudies/scos/>.

<sup>5</sup> "English Language Arts Standards "History/Social Studies "Grade 11-12." English Language Arts Standards "History/Social Studies" Grade 11-12 | Common Core State Standards Initiative. <http://www.corestandards.org/ELA-Literacy/RH/11-12/>.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

By the end of grade 12, read and comprehend history/social studies texts in grades 11-CCR text complexity band independently and proficiently.

## Content Research

Africa has endured centuries of colonization, war, and economic strife, yet capitalism is still alive and well. Although Africa is emerging, westerners are often told, that after economic ruin, civil war and governmental mismanagement, there has been impressive economic growth statistics, the growing African middle class, booming mobile phone and internet use- these things all remind us of the capitalist way. However, why all of this “good news” now? Of course, Africa is improving. The West’s commentary now is to report what is happening. In order to understand the new narrative surrounding Africa, we must first tackle the old adage of Africa as the “Dark Continent.”<sup>6</sup> This narrative has dominated Western discourse about Africa for centuries.

We can trace these negative narratives to the beginning of Western Civilization itself. In *Histories*,<sup>7</sup> Herodotus (aka the Father of History) relates a tale about what happens in Africa. Five Nasamonians— “youths of the highest rank”—were off exploring southern Libya. After several days of wandering, they found some small fruit trees and started helping themselves. Then several “men of small stature,” “all of them skilled in magic”, seized and captured them, taking them for dark magic purposes. In the story, Herodotus suggested that Africa was not only different but also dangerous and threatening. Later generations of European writers would follow this narrative, substituting fantasy for fact in the most antagonistic ways. Europeans created an image of Africa that was the total opposite of Europe. Europe’s general superiority would, by comparison, be self-evident. Therefore, Europe’s own idea of itself was dependent on its image of Africa (and other so-called backward regions).<sup>8</sup>

During colonization, European powers convinced themselves that they were subjugating Africans for their own good. The African continent was seen as backward and full of savages. Europeans felt their “enlightened” rule would benefit Africa and put an end to the wars in Africa. It would not be until the late 1950s and 1960s when we would see more positive stories about Africa in western media. However, the media coverage of the more recent civil wars in the continent gave westerners a negative view of the continent once again. From the headlines of the UK *Sun* calling a secessionist Biafra “The Land of No Hope,” to other clichés about Africa and the Heart of Darkness, it is not hard to see that reporting during this era still had some way to go.<sup>9</sup>

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<sup>6</sup> Thompsell, Angela. “Why Was Africa Called the Dark Continent?” ThoughtCo, July 2, 2019. <https://www.thoughtco.com/why-africa-called-the-dark-continent-43310>.

<sup>7</sup> “The Internet Classics Archive: The History of Herodotus by Herodotus.” The History of Herodotus by Herodotus. <http://classics.mit.edu/Herodotus/history.2.ii.html>.

<sup>8</sup> Ibid.

<sup>9</sup> “The Media's Problematic Portrayal of Africa.” Develop Africa. <https://www.developafrica.org/blog/medias-problematic-portrayal-africa>.

The good news is that Africa is not just an emerging market; it is also an emerging continent. This new outlook can be attributed partly to those who have made it their priority to change and repudiate the negative stereotype that surrounds the continent. It is important to look at the new narrative around Africa and the media as more than economic growth, but more on a larger scale, such as the decline of political violence and war over the past decade. However, we know that Africa is rich in mineral and oil wealth, and this is what fuels some of the media, both positive and negative images.<sup>10</sup> Perhaps one reason why we are seeing more “good news” in the media about Africa is the West’s own agenda for Africa. Africans are playing by the rules set up by the West by becoming capitalists and adopting the idea of “democracy.”<sup>11</sup>

In the early post-independence phase, people justified one-party systems as unifiers of the nations in an effort to unite diverse ethnic and religious groups, but now these arguments are disregarded. Because of both internal and external pressure, African society has a new disposition toward democratization. This change was very evident in the 1990s, as Western aid donors expressed their preference for countries with representative governments and a positive record on human rights. Western donors have become selective with their assistance, focusing on countries that have both political and economic reforms. It can be argued that as Europe colonized Africa, they took away Africans’ “self-governance” and therefore were not the best “teachers” of democracy.<sup>12</sup>

In recent years, there has been a backlash against the media for its portrayal of Africa. The criticism has been how the media only covers Africa’s outbreak of war and disease. They tend to focus on the negative political and economic stories. Is it because these stories portray the stereotype of Africa in the eyes of Westerners? Or because negative news sells? One could say it is a combination of the two. If you saw the headline “Tens of Thousands Dead in Ongoing Africa,” would you stop to read the article? What images come to mind?<sup>13</sup> When the president of one of the most influential countries in the world refers to Africa and other nations of color as “shithole countries,”<sup>14</sup> the stereotype is further solidified that the media portrayal of Africa is correct. Africa is the world’s second largest continent with over 1.2 billion residents. These residents live in a vast array of places, urban, rural, and suburban. One of the first things we need to notice is that the news about Africa tends to account for about 6-9% of the international news in western (US, UK, and French) newspaper and TV outlets, it drops to about 2-3% in Japanese news outlets.<sup>15</sup> So how do we combat the negative images that are portrayed in the media about the continent? We have to separate the real from the fiction. Our youth especially live in the Instagram and 140-character world. It is these media outlets, unbelievably, that are combating the stereotypes, by showing the real Africa, one YouTube video at a time.

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<sup>10</sup> “The Media’s Problematic Portrayal of Africa.” Develop Africa. <https://www.developafrica.org/blog/medias-problematic-portrayal-africa>.

<sup>11</sup> Kpundeh, Sahr John. *Democratization in Africa: African Views, African Voices*. The National Academy Press, 1992. <https://www.nap.edu/catalog/2041/democratization-in-africa-african-views-african-voices>.

<sup>12</sup> Ibid.

<sup>13</sup> Hawkins, Virgil. “‘Shithole’ Countries? The Media’s Portrayal of Africa Reconsidered.” *Fair Observer*, January 16, 2018. <https://www.fairobserver.com/region/africa/donald-trump-shithole-countries-media-africa-coverage-news-headlines-87600/>.

<sup>14</sup> Ibid.

<sup>15</sup> Ibid.

## Teaching Strategies

Warm-ups: These introductory activities will include things like short videos from EdPuzzle, annotation of documents and articles, review test questions, and anticipation guides. EdPuzzle is the perfect way to use videos to introduce or reinforce information/topics. Videos are watched at home or in class. I upload my own videos and create questions that are asked during the video. Students are forced to pay attention to the subject area and answer the questions. I can also manage their viewing activity. The EdPuzzle video on Media Literacy in the Age of Fake News that includes questions that are a check for understanding as they are viewing the video. Student will also watch videos on the media and Africa to gauge how Africans feel about their portrayal in the media.

Annotation: This is a literacy strategy that I use often with articles, both on paper and electronic. Students mark up the document using our annotation key. Students know how to mark up the document in order to help them gain a better understanding of the information. It enables students to dig deep into the text and ask questions, learn vocabulary, and identify the main idea/issue. Students gain a better understanding of the topic by asking questions and making connections to the reading. Students will annotate several pieces of text, such as excerpts from *The Heart of Darkness* by Joseph Conrad and several articles: “The Western Media and Africa: Issues of Information and Images”<sup>16</sup> and “Africa in the Western Media.”<sup>17</sup>

Review test questions: This is an important way to re-loop material that students may not have totally grasped on the last test/quiz, or a way to clear up any misconceptions or questions raised during class. Anticipation guides allow students to think about a new topic and what they already know. These guides let me know what misconceptions students may have about a topic. I can then guide them in the correct direction. Students will view several videos over the course of this unit.

Graphic organizers: I use them to help students organize information on topics and concepts. Graphic organizers are the best way to put information together in a cohesive way. Students need to be able to have information in a way that allows them to make connections and analyze information. Students will complete a graphic organizer comparing Africa before and after colonization.

Notes: Students take online collaborative notes in class via google docs. Students will complete guided notes on the history of Africa, to get a basic understanding of the continent prior to, during and after colonialism.

Group projects: Through collaboration, students are able to design and present information in a new and inventive way. Some of the methods used are storyjumper.com, YouTube, Blend space, Emaze, PowToon, iMovie, Sutori, and Adobe Spark.

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<sup>16</sup> Biney, Amy. “The Western Media and Africa: Issues of Information and Images.” *Interstate - Journal of International Affairs*, February 1, 1997. <http://www.inquiriesjournal.com/articles/1156/the-western-media-and-africa-issues-of-information-and-images>.

<sup>17</sup> Hogg, Chloe. “Africa in Western Media.” *Impakter*, December 16, 2015. <https://impakter.com/africa-western-media/>.

Jigsaw: Students are in groups of 4-6 and the assignment is broken into small pieces. Each student is responsible for his or her part/task. It is essential that students become the expert on their task in order to share out with their other group members so that they complete the assignment. Students will look at an article from Africa Renewal Magazine entitled “African democracy coming of age.”<sup>18</sup> Each group will have an expert that will research and learn their step in the process. They will get together with the other experts on their topic to discuss and come up with a desired description that they will go back to their group to share out. Each person is responsible for their subject matter and must be able to teach the others in their group.

Lifted Line Response: Students select a particular quotation/line from a reading and answer the following questions: What is interesting about this quotation? What ideas does it make you think about? What questions does this raise for you?

Duel-Entry: Students can use a dual-entry journal to help them study concepts or vocabulary, express opinions, justify an opinion using text, and understand or respond to the text they are reading. The duel-entry journal is a two-column journal. In the left column, students write a piece of information from the text, such as a quotation or a concept, which students want to expand upon, understand better, or question. In the right column, students relate to or analyze the information that is written in the left column. For example, the student could title the left column "Quotes" and the right column "Reflections." In this instance, the student would copy quotes from the text in the left column and reflect upon what they mean in the right column.

What the text says/What historians say/your reactions: Students will evaluate the excerpt from Joseph Conrad’s *The Heart of Darkness*. How does the reading address colonialism and the treatment of nonwhites? How does this book portray the Africans and the Europeans?

[Heart of Darkness](#)

What the text says?	What historians say?/Your reactions

Technology Integration: As a blended learning magnet school, all students have their own personal device that they take home every day. I use programs such as Mastery connect for data collection and mastering objectives. I use google classroom as a way to deliver the content to the students. They are also able to collaborate with each other and share information through class discussions and group activities. Other online platforms that are used include Newsela, and Khan Academy. Both have a variety of resources for students. Students will complete several assignments in Newsela on the article “Primary Sources: Colonialism's Effect on the Kuba

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<sup>18</sup> “African Democracy Coming of Age | Africa Renewal.” United Nations.  
<https://www.un.org/africarenewal/magazine/august-2016/african-democracy-coming-age>.

Kingdom of the Congo.” Students will annotate, take a quiz, and complete writing assignments within this site. This article gives us a firsthand account of the direct effects of European colonization on the Congo.

Primary Source Documents: Analyzing documents such as poems, speeches, photos, newspaper articles, and videos will be an important part of this unit. Students also have access to Project DBQ through the NC EdCloud platform in the student PowerSchool portal. One lesson that will be used is how Colonialism affected Kenya DBQ lesson. It contains a background essay on colonialism and the Scramble for Africa. The primary source documents are a variety of maps, readings from speeches of Jomo Kenyetta, Chief Kabongo, as well as excerpts from The British House of Commons. Students will evaluate the primary sources to create an essay that answers the question using evidence from the primary sources to support their claims. This platform is not accessible outside of CMS, so I have attached an alternative DBQ.

### [Imperialism in Africa](#)

Student Lessons:

This unit will also include a choice board that will allow students to choose from several assignments with differing levels of rigor. Each assignment has a specific rubric for grading as well. This is a part of our personalized learning platform that we are using at our school. I have found it extremely useful for the students. It allows them to learn the material at their own pace and level of comfort with assignments.

## Africa in the Media Choice Board

Learning Objectives: Apply the four interconnected dimensions of historical thinking to the African American Studies Essential Standards to cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

Introduction activity: Everyone must complete this activity first before moving on to your choices. Video: Media Literacy Crash Course: <https://www.youtube.com/watch?v=AD7N-1Mj-DU>

Write a paragraph summary of what you learned about media literacy.

Directions: Choose **two** activities from each **column**, there are **two (2)** that you must complete. You will have eight assignments when done. Submit all work via google classroom by the posted due dates. Use the assignment tracker to stay on track with your work.

Click on the links to each page for detailed directions. (When presented to students it will just be the link available)

<b>Chronological Thinking</b>	<b>Historical Comprehension</b>	<b>Historical Analysis and Interpretation</b>	<b>Historical Research</b>
Create a timeline of events:	Create a song or poem	Cause and effect	Create a museum
Create a popplet on Belgium in the Congo.	Article analysis.	Video analysis.	Create maps of Africa during imperialism (1888-1914).
Write a travel blog chronicling your journey across Africa in 2019.	Create a travel brochure called "Let's Move to Africa".	Create a newspaper.	Imperialism in Africa DBQ

## Chronological Thinking

<p>Choice #1 Timeline of Events</p>	<p>Create a timeline that outlines major events in Africa from the introduction of colonial powers in Africa to independence. You must have at least 10 events. Be sure to explain the event and add your source of information and a picture/document. Use this link to create your timeline: <a href="https://www.visme.co/">https://www.visme.co/</a> Example: <a href="https://my.visme.co/projects/01089dz9-timeline-example">https://my.visme.co/projects/01089dz9-timeline-example</a> How-to video: <a href="https://www.youtube.com/watch?v=OQV5-GemEqY">https://www.youtube.com/watch?v=OQV5-GemEqY</a></p>
<p>Choice #2 Graphic Organizer</p>	<p>Create a popplet on Belgium in the Congo. You should include information on how the region was colonized and how it affected the people of the Congo, who was in power and the lasting effects that we see today. Use this link to create your popplet: <a href="http://www.popplet.com">http://www.popplet.com</a> Example: <a href="http://popplet.com/app/#/159352">http://popplet.com/app/#/159352</a> How-to video: <a href="https://www.youtube.com/watch?v=P6WUyZtts1M">https://www.youtube.com/watch?v=P6WUyZtts1M</a></p>
<p>Choice #3 Travel Log</p>	<p>Write a travel blog chronicling your journey across Africa in 1919. Your blog must contain at least 10 entries that detail your experiences along the way. You may create your journal on paper, in a google doc or in our class Weebly blog. Be sure to add appropriate dates, locations, and times. Be sure to include information about the environment, people you meet along the way and what your end goal is on this journey. You must have some visuals included.</p>

## Historical Comprehension

<p>Choice #1 Create a song or poem</p>	<p>Write a song or poem about misconceptions about Africa and its people. Create a video to go with your creation. You must have your script approved prior to making your video for your song or spoken word poem. Example: <a href="https://youtu.be/Qrjg9ulR-xo">https://youtu.be/Qrjg9ulR-xo</a> (Manifest Destiny Educational Rap) Adobe Spark: <a href="https://spark.adobe.com">https://spark.adobe.com</a></p>
<p>Choice #2 Article analysis</p>	<p>Read and annotate the article on Africa in the media taking key notes as you read, and complete one of the writing tasks.</p> <ul style="list-style-type: none"> <li>● Create a short story that changes the outcome of the article.</li> <li>● Write the article from another perspective such as an African American, a White European, or a rural African.</li> <li>● <a href="#">Africa in Western Media</a></li> </ul>
<p>Choice #3 Travel Brochure</p>	<p>Create a travel brochure called “Let’s Move to Africa.” In your creation, you should have several visuals along with specific destinations that a person visiting Africa in 2019. Be creative with your information and as descriptive as possible. You must include information about the land,</p>

	<p>environment, people, and life in specific countries. Use <u>Lucidpress</u> in your google drive under Create-dropdown to lucid press add-on. It should be a tri-fold front and back product.</p> <p><a href="https://www.youtube.com/watch?v=pPYcPITFbwU">https://www.youtube.com/watch?v=pPYcPITFbwU</a></p>
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## Historical Analysis and Interpretation

Choice #1 Cause and Effect	<p>Make a cause-and-effect chart related to the removal of self-governance in Africa. You should have at least 5 causes and corresponding effects.</p> <p>Template:  <a href="https://docs.google.com/drawings/d/1i5SdHzE_gH9hdljpMKVdRC3UPxknA5jj1ZXWVJWMDjc/edit?usp=sharing">https://docs.google.com/drawings/d/1i5SdHzE_gH9hdljpMKVdRC3UPxknA5jj1ZXWVJWMDjc/edit?usp=sharing</a></p>
Choice #2 Video Analysis	<p>Watch all of the videos and complete the assignment: Write a one-page analysis of the videos. What information stood out to you the most? How do you feel about how the media portrays Africa? How does it compare to what you see on TV about African Americans in America? Can you make a connection? Be specific and use evidence from other sources to support your claims.</p> <p><a href="https://www.youtube.com/watch?v=T74-kS6JnuM">https://www.youtube.com/watch?v=T74-kS6JnuM</a> (Joel Kibazo talks on the role of the media in Africa's future and more)</p> <p><a href="https://www.youtube.com/watch?v=Vcw2OjsyYz4&amp;disable_polymer=true">https://www.youtube.com/watch?v=Vcw2OjsyYz4&amp;disable_polymer=true</a> (Media and Africa)</p> <p><a href="https://www.youtube.com/watch?v=d7evggrjddw">https://www.youtube.com/watch?v=d7evggrjddw</a> (Social Media Driving Change in Africa)</p> <p><a href="https://www.youtube.com/watch?v=byFP62IB32M">https://www.youtube.com/watch?v=byFP62IB32M</a> (Influence of foreign media on tourism in Africa)</p>
Choice #3 Newspaper	<p>You are to create a newspaper about Africa since independence. You will need to research the following topics in order to complete your newspaper successfully. Follow the specific directions below in order to complete your newspaper.</p> <p>1. Choose 4 from the topics listed below and write a news article for each based on your knowledge and additional research on the topic.</p> <ol style="list-style-type: none"> <li>a. Aftermath of Colonialism in Kenya</li> <li>b. The economic development of Nigeria</li> <li>c. The end of Apartheid in South Africa</li> <li>d. Democracy in Zimbabwe</li> <li>e. Social Media and the Youth of Africa</li> <li>f. Impact of Western Media on Rural Africa</li> </ol>

	<p>2. Write a letter to the Editor on one of the following topics:</p> <ol style="list-style-type: none"> <li>a. How can the narrative about Africa be changed?</li> <li>b. How has YouTube introduced a new generation to the beauty of Africa?</li> <li>c. Has the media-fueled the flames of racism?</li> <li>d. Should Western media outlets be held to a code of conduct when reporting the news?</li> </ol> <p>Remember, you are writing from the perspective of a student in America. You can use <a href="http://www.flipsnack.com">www.flipsnack.com</a> or adobe spark to make your newspaper, or any other template you may want to use.</p>
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### Historical Research

Choice #1	<p>Plans to launch an “Africa in the Media Museum” are in the works. You are a member of the committee tasked with creating the exhibits for the museum. Your goal is to create an exhibit for visitors giving them an overview of the important people, events, and accomplishments of the time period. The ultimate goal is for visitors (historians and otherwise) to understand how the media affects the world’s perception of themselves and the continent’s role in the World.</p> <p>Use Adobe Spark to create your museum and use a voice-over to record your exhibits information.</p> <p>Adobe spark: <a href="https://spark.adobe.com">https://spark.adobe.com</a></p> <p>How-to video: <a href="https://www.youtube.com/watch?v=H6gWqMaHYwY&amp;disable_polymer=true">https://www.youtube.com/watch?v=H6gWqMaHYwY&amp;disable_polymer=true</a></p>
Choice #2 Map Creation	<p>Create maps of Africa during the period of 1888-1914. How did Africa change geographically? What was the lasting impact of European expansion on the landscape of Africa? You should have at least 3 maps showing geographic changes.</p>
Choice #3	<p>European Imperialism in Africa: DBQ</p> <p>Link: <a href="https://drive.google.com/open?id=19BXDMglXw7IQjvpw7ma9n_YtuYasqkYd">https://drive.google.com/open?id=19BXDMglXw7IQjvpw7ma9n_YtuYasqkYd</a></p>

Grading will be done according to scoring guide, which includes spelling, grammar, punctuation, and sentence structure.

<b>Essay Rubric</b>							
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Weighted Value</b>	<b>Points Earned</b>
<p><b>IDEAS</b></p> <ul style="list-style-type: none"> <li>● <b>Controlling idea</b></li> <li>● <b>Supporting ideas</b></li> <li>● <b>Use of details</b></li> <li>● <b>Awareness of purpose</b></li> <li>● <b>Sense of completeness</b></li> </ul>	<p>The essay is fully focused and contains a wealth of ideas and examples. The writer uses rhetorical strategies and addresses counterarguments.</p>	<p>The essay is consistently focused and contains ample ideas and examples. The writer may employ rhetorical strategies or address counterarguments.</p>	<p>The essay is sufficiently focused and contains some ideas and examples. The response is generally appropriate to the persuasive purpose.</p>	<p>The essay is minimally focused. The provided examples are vague or general and the response demonstrates minimal awareness.</p>	<p>The essay shows little or no focus and the ideas are unclear, irrelevant, or repetitive. The response is incomplete or too brief.</p>	<b>X2</b>	
<p><b>ORGANIZATION</b></p> <p><b>Introduction/body/conclusion</b></p> <ul style="list-style-type: none"> <li>● <b>Sequence of ideas</b></li> <li>● <b>Grouping of ideas</b></li> <li>● <b>Effective transitions</b></li> <li>● <b>Awareness of purpose</b></li> </ul>	<p>The organization of ideas supports the writer's focus. Ideas are grouped in a logical manner. Effective and varied transitions are used.</p>	<p>The organization is appropriate and the sequencing of ideas is logical. Varied transitions are used.</p>	<p>The organization is generally appropriate and the ideas are clearly sequenced, but may be repetitive. Transitions are used.</p>	<p>The organization is formulaic or inappropriate. The response may lack a clear introduction or conclusion. Transitions are rare.</p>	<p>The essay shows little evidence of organization or sequencing. Transitions are not used. The response is incomplete or too brief.</p>	<b>X1</b>	

<p><b>STYLE</b></p> <ul style="list-style-type: none"> <li>· <b>Sentence variety</b></li> <li>· <b>Word choice</b></li> <li>· <b>Audience awareness</b></li> <li>· <b>Personal voice</b></li> </ul>	<p>The writer utilizes carefully crafted phrases to create a sustained tone and an authoritative voice. Word choice reflects an advanced vocabulary.</p>	<p>The language and tone of the essay enhance the persuasive purpose. Word choice is appropriate. Sentences are varied.</p>	<p>The language and tone are appropriate. Word choice is adequate, but may be simple or ordinary. Some sentence variety is evident.</p>	<p>The language and tone are uneven. Word choice is simple, ordinary, or repetitive. There is minimal variation in sentence length and structure.</p>	<p>The language and tone are inappropriate. Word choice is incorrect or confusing. The response is incomplete or too brief.</p>	<p>X1</p>	
<p><b>CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>· <b>Sentence formation</b></li> <li>· <b>Subject-verb agreement</b></li> <li>· <b>Standard word forms</b> <ul style="list-style-type: none"> <li>● <b>Punctuation, spelling, and capitalization</b></li> </ul> </li> </ul>	<p>The writer demonstrates full command of the conventions of written English language. No errors are evident.</p>	<p>The writer demonstrates knowledge of the conventions of written English. Errors are minor and do not interfere with meaning.</p>	<p>The writer demonstrates sufficient control of the conventions of written English. Errors may interfere with meaning, but are not distracting.</p>	<p>The writer demonstrates minimal control of the conventions of written English. Errors are frequent and interfere with meaning.</p>	<p>The writer lacks understanding of the conventions of written English. Errors are pervasive. The response is incomplete or too brief.</p>	<p>X1</p>	

## Appendix 1: Implementing Teaching Standards

AAS.H.1.1 Use primary and secondary sources to interpret various historical perspectives.

AAS.H.1.2 Analyze competing historical narratives and debates among historians.

AAS.H.1.3 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

AAS.H.1.4 Analyze how historical context shapes and continues to shape people's perspectives.

AAS.H.2 Understand the significance of historical personalities, groups, institutions, and events in shaping African life over time.

AAS.E.1 Understand the ways in which Africans addressed opportunities, challenges, and strategies concerning economic well-being over time.

Common Core Literacy Standards Grade 11-12

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Student Resources

1. <https://impakter.com/africa-western-media/>- Discusses the limited view of Africa from the media.
2. <http://www.inquiriesjournal.com/articles/1156/the-western-media-and-africa-issues-of-information-and-images>- This article addresses issues of misinformation about Africa from westerners.
3. <http://bit.ly/2PUETRw>- Excerpt from Joseph Conrad's *The Heart of Darkness*
4. Newsela-students will access this Language Arts platform to read and annotate articles and take an assessment quiz as well as complete a writing assignment from a prompt. I am able to assign the articles based on students' reading levels as well as in other languages.
5. DBQ Project- This online platform is available directly to students through the NCEdcloud platform. Students can access assignments posted to them. Each assignment has a background essay, outlines, maps, tables and graphs. Each assignment allows students to take notes about each document and create an outline for their essay before they create the final essay.
6. Youtube- Videos provide valuable information in another format that students are able to listen to and take notes.
7. <https://www.un.org/africarenewal/magazine/august-2016/african-democracy-coming-age>- This article discusses how the media and youth movements have been instrumental in the changes Africa has made over the decades.

## Teacher Resources

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