



## SENIOR PHASE – SOCIAL SCIENCES

**GRADE 8**

**TERM 3 WORKBOOK – History**

**TEACHER'S GUIDE**



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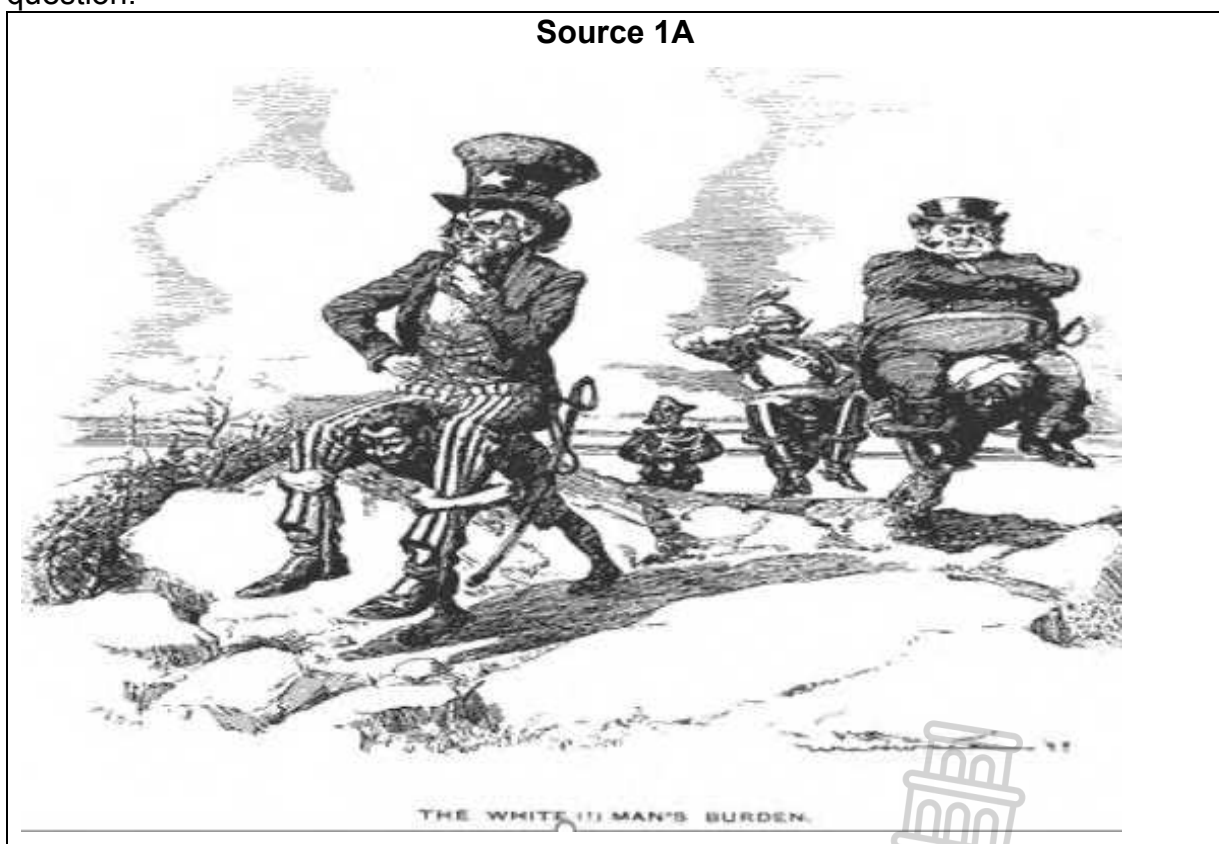
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Week 1

Revision from Term 2

- The kind of society existed in the Kingdom of Mali
- Trade that took place in Kingdom of Mali
- How was trade in the Kingdom of Mali different to the Transatlantic slave trade
- The impact of Transatlantic slave on Africa
- How the growth of industrialisation in Europe paved the way for the Scramble for Africa.

1.1 Refer to Source 1A about African countries and their colonizers to answer the following question.



1.1.1 Give **TWO reasons** why it was economically desirable for Europeans to colonize Africa?

2x2(4) L2

- Gaining raw material from Africa to help with Britain's Industrialization process and providing markets to manufactured goods. ✓✓
- To combat over productivity in Europe and sell, trade the goods to the indigenous people in Africa. ✓✓
- People that are unemployed in Europe will be sent to the different colonies. Increase technology, improve transport routes.
- European government traded to gain a monopoly (complete control of trade along the African coastline)  
(Accept other relevant answer)

1.1.2 Look at the cartoon. What impression do you get from the characters on the backs of the Africans? 1x2(2) L2

They represent the major powers of the world. ✓✓

The image also portrays how Europeana oppressed Africans people.

The European powers had control over African colonies.

(Accept other relevant answer)

1.1.3 What is your impression of Britain? 1x2(2) L2

Britain is the most powerful nation, front leader of colonization. ✓✓

1.1.4 Why the cartoonist refers to Africa as the dark continent? 1x2(2) L2

The land portrays a dark continent with no civilization/development. ✓✓

Barren field can also portray that all the natural resources are depleted.

1.1.5 What is the cartoonist view of colonization? 1x2(2) L2

The cartoonist gives a bad view of colonization because it presents

colonization as something that oppresses people. ✓✓

1.1. 6 Name two the natural resources that were traded for European goods in Africa? 2x1(2) L1

Gold, ✓ Ivory, ✓ Ostrich, Rubber Diamonds, Cotton, Coffee. Any TWO

1.1.7 What did they use Ivory and Ostrich feathers for? 2x1(2) L1

Ivory was used to make cutlery handles and piano keyboards. ✓

Ostrich feathers from Africa were used to decorate hats✓

## Week 2

### European colonisation of Africa in the late 19th century

- European colonization of Africa in the late 19th century: Berlin conference 1884

#### 2.1 Study the MAP on European colonies in Africa and answer the questions below



Now during the early 1880s, the people of Europe decided it would be a good job to go into Africa and divide everyone and extort them for their natural resources. It was a period of new colonization that involved everyone on the background of this image. It also screwed up most of Africa.

## AFRICA 1914

Background image obtained from <http://www.saburchill.com/history/chapters/empires/images/0090.jpg>

Most of the Powers within Europe decided to get in on the action. Countries forcefully took control of specific regions and stole all of the resources within those regions. They broke Africa into political regions and caused a lot of strife. Africa had no chance to resist the new technology of the Industrial Revolution. Technology that was eventually shared with the native **populous**. The scramble was simple and Europeans made a lot of money off the poor Africans; however, it really screwed up most of Africa. Africa has never been a peaceful place. People have always been fighting each other in Africa. This led to hatred. The political zones created by the colonizing Europeans forced many different tribes to live together. Most of the time they hated each other. Even to this day people are still fighting each other and trying to join the modern world. Africa is basically Hell now because of European intervention.

Source: By Noleen Dodgen and Subject Advisor Suezette Enge

2.1.1 What does Scramble for Africa mean?

1x1(1) L1

It was the invasion, occupation, annexation, partition, colonization of African territory by European powers during the period between 1881 to 1914 ✓

2.1.2 Explain the term Colonization?

1x1(1) L1

The term by which the central system of power dominates the surrounding land and its components. ✓

Accept other relevant explanations

2.1.3 Identify the European powers that were involved in colonizing Africa

7x1(7) L1

Britain ✓; France ✓; Belgium ✓; Spain ✓; Portugal ✓; German ✓; Italy ✓

2.1.4 Examine why the European powers were involved in the 'Scramble for Africa'?

2x2(4) L3

Minerals- Africa was rich in minireals; ✓✓

Cheap Labour – African chiefs sold their own people to Europeans as slaves;

✓✓

Europeans forcefully captured africans as slaves;

Markets/Trade – Eurpeans exchanged items (guns/cloths) to Africans leaders for slaves/mineral (gold);

Religion – missionaries introduced christianity to Africans

Education – missionaries introduced formal education and built schools

Accept other relevant expalnations

2.1.5 During the Berlin Conference, African Countries were not invited. Do you agree or disagree with the statement? Support your answer

1+2x2 L3

Agree: ✓

(5)

They did not want to fight amongst themselves✓✓

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They believe that they will bring peace in Africa✓✓

2.2 Study the source about the first meeting in the Berlin conference and answer the questions below:



The first meeting at the Berlin Conference, 1884 Image source

2.2.1 In which year was Berlin Conference?

1x1(1) L1

1884✓

2.2.2 Where was it held? 1x1(1) L1

Berlin✓

2.2.3 What was the task that the conference needed to agree on? 1x1(1) L1

- to regulate European colonization and trade in Africa by identifying which European nations would be allowed to control which parts of Africa.✓

2.2.4 What was the task that they needed to agree on regarding the Congo and Niger Rivers? 1x1(1) L1

They agreed to consider them(rivers) neutral and open to trade✓

2.2.5 Which part of Africa was colonized at the time of the conference? 1x1(1) L1

Only the Coastal areas of Africa✓

2.2.6 How long did the conference last? 1x1(1) L1

THREE months✓

2.2.7 What were the main three reasons for colonisation? 3x1(3) L1

Economic; ✓Political✓ and Religious✓

[09]

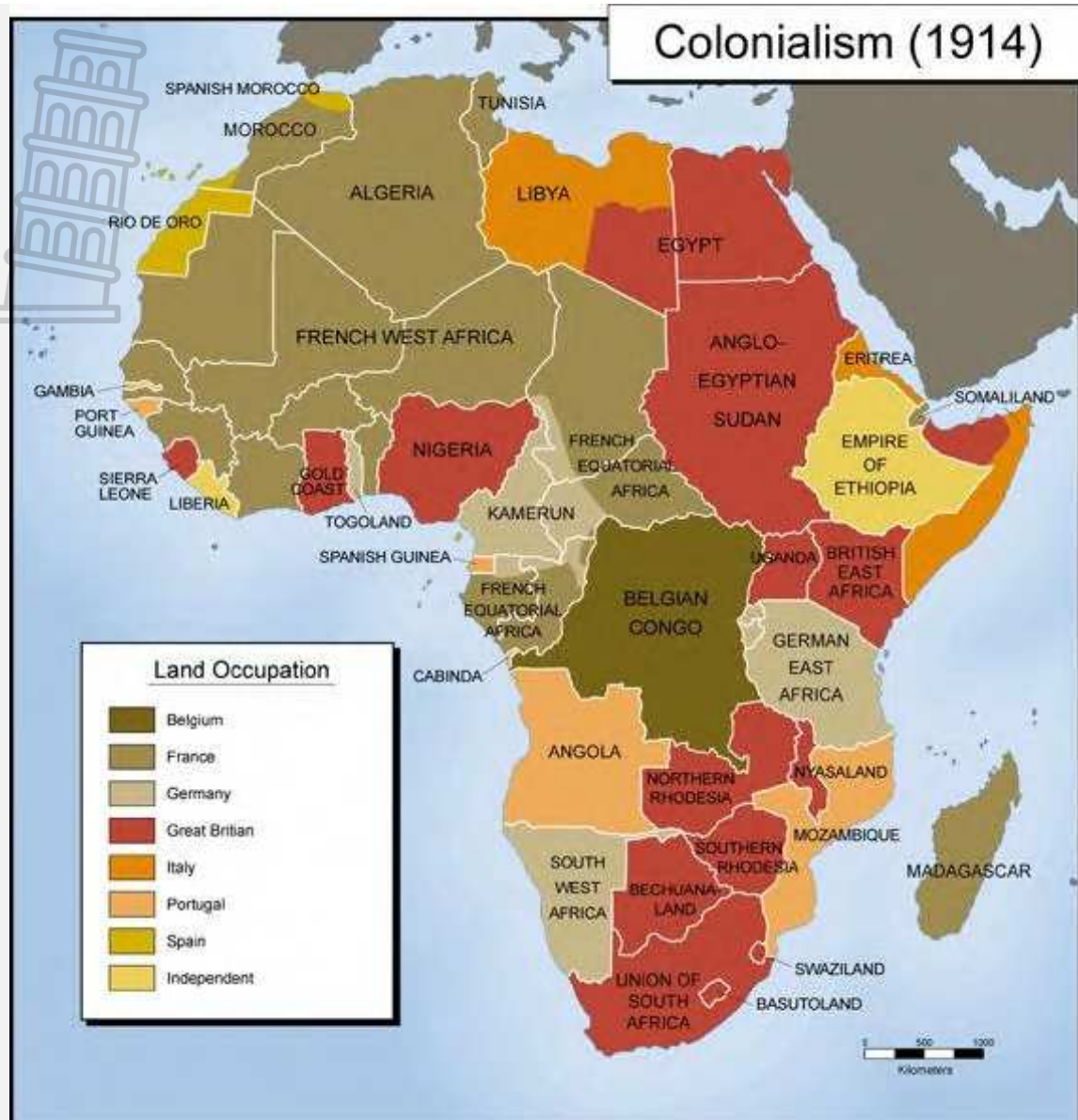
### Week 3

#### European colonisation of Africa in the late 19th century

- Map of Africa (showing different colonising countries)
- Causes of colonisation

3.1 Refer to the map of Africa and answer the following questions.







<http://exploringafrica.matrix.msu.edu/wp-content/uploads/2015/06/Colonialism-1914-Map.jpg> (Accessed 18/8/2022)

- 3.1.1 According to the map, which European power colonised most of Southern Africa? 1x1(1) L1
- **Great Britain** ✓
- 3.1.2 Refer to the map, list three countries in North Africa that this power colonised. 3x1(3) L1
- **Egypt, Nigeria, Sierra Leone, Sudan, Gold Coast** ✓ ✓ ✓  
(Any THREE)
- 3.1.3 What is the current name of a country referred to as the Gold Coast in the North Western part of the map? 1x1(1) L1



 <ul style="list-style-type: none"><li>▪ Ghana ✓</li></ul>			
3.1.4 Why was this country called Gold Coast?	1x1(1)	L1	
<ul style="list-style-type: none"><li>▪ Europeans had identified the region as the Gold Coast because of the large supplies of and market for gold that existed there. ✓</li></ul>			
3.1.5 Give evidence from the map that the entire Africa was not colonised.	1x1(1)	L1	
<ul style="list-style-type: none"><li>▪ The Empire of Ethiopia was an independent/not colonised country. ✓</li></ul>			
3.1.6 Use your own knowledge and the map to explain the main goal of European countries when they divided Africa?	1x2(2)	L2	
European divided Africa was to gain profit from the riches of Africa, and not to benefit the Africans. ✓✓			
3.1.7 On the map, there are many different borders and boundaries. Explain the impact you think this had on African people living in Africa?	2x2(4)	L2	
<ul style="list-style-type: none"><li>▪ It divided existing groups of people. ✓✓</li><li>▪ The creation of borders had a negative impact on Africa's political and social structures by either dividing groups that wanted to be together or combining ethnic groups that were enemies. ✓✓</li><li>▪ Europeans placed colonies into administrative districts and forced the Africans to go along with their demands. (Accept other relevant answers)</li></ul>			
3.1.8 Africa's imperially imposed borders affected the continent politically, economically, and socially. Do you agree with the statement? Write a paragraph to support your answer.	8	L3	
<ul style="list-style-type: none"><li>▪ weak states,</li><li>▪ dependence on cash crop economies,</li><li>▪ lack of interstate trade</li><li>▪ ethnic conflict/ rivals</li><li>▪ resource depletion,</li><li>▪ labor exploitation,</li><li>▪ unfair taxation,</li><li>▪ lack of industrialization,</li><li>▪ prohibition of trade,</li><li>▪ the breaking up of traditional African society and values,</li></ul>			



- 
- lack of political development
  - It also dehumanized African labour force and traders.
  - It forced Africans to work in colonial plantations at very low wages and displaced them from their lands.

3.2 Write an essay, of about one and half pages to explain how each of the following contributed to colonisation:

10/15 L3

- a) Nationalism
- b) Imperialism
- c) Capitalism
- d) Racism

a) Nationalism

- Europeans desired to spread their culture to other lands.
- This was a time when colonies became a symbol of the greatness of a nation hence the desire to colonize territories in Africa.

b) Imperialism

- Rivalry between European Nations
- Trading Resources
- Strategy and Convenience
- Economic Benefits

c) Capitalism

- The industrial revolution led to an increase in mechanized production which created surplus labour. There was, therefore, the need to export the surplus labour to the colonies.
- The Europeans were searching for markets for their surplus manufactures as a result of the industrial revolution of the 18<sup>th</sup> century.
- They also needed raw materials to feed the industries.
- Colonies provided room for the Europeans to invest their surplus capital.

d) Racism

- Europe has viewed the people of Africa through the distorting veil of racism and racial theory



## Week 4 X

### European colonisation of Africa in the late 19th century

- Patterns of colonisation: which countries colonised which parts of Africa  
Why European powers were able to colonise Africa so quickly

4.1 Refer to the source below showing the battle between the British and the Sudanese.



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.gettyimages.dk%2Fdetail%2Fnews-photo%2Fbritish-history-illustration-the-war-in-the-sudan-british-news-photo%2F78952916&psig=AOvVaw0B0SEQzaoTmlYHhjZfw2U&ust=1668760212882000&source=images&cd=vfe&ved=0CBAQjRxqFwoTCJD8krubtfsCFQAAAAAdAAAAABA>  
t

4.1.1 According to the source above, what advantage did the British have over the Sudanese? 2x1(2) L1

- The British had technological advantages such as guns for the war, when the Sudanese were using spears and shields/less advanced weapons✓
- Europeans had means to transport their military✓

4.1.2 Use own knowledge and explain why Europeans colonised Africa quickly? 4x2(8) L2

African leaders were not unified to resist colonialists due to wars and conflict during slave trade✓✓

Africa lost its strongest men and women to slavery just before the scramble✓✓

Medical advances for treating tropical diseases like malaria gave Europeans advantage to travel safely in Africa✓✓

Better transportation made colonisation possible✓✓

Natural disasters such as drought/famine, plague if locusts destroyed the crops, death of livestock, death of people due to starvation and smallpox diseases weakened Africans and they could not resist/fight against colonizers. ✓✓

[10]

## Week 5

### European colonisation of Africa in the late 19th century

- Results of colonisation

#### 5.1 Read sources A and B and answer the questions that follow:

##### Source A

*“When the missionaries came to Africa they had the Bible and we had the land. They said, ‘Let us pray’ We closed our eyes. When we opened them we had the Bible and they had the land”-Archbishop Desmond Tutu.*

Social Sciences TODAY grade 8

Source B

*"I would say colonialism is a wonderful thing. It spread civilisation to Africa. Before they had no written languages, no wheel as we know it, no schools, no hospitals, not even normal clothing"*

*Platinum Social Sciences grade 8*

5.1.1 Define the following concepts:

3x2(6) L1

a) Civil war

- A war between citizens of the same country. ✓✓

b) Resistance

- The refusal to accept or comply with something. ✓✓

c) Civilisation

- The process by which a society or place reaches an advanced stage of social and cultural development and organization. ✓✓

5.1.2 What point of view does source A have of colonialism? Give THREE examples to substantiate your answer.

3x2(6) L3

- Negative point of view. ✓ The colonialists robbed the indigenous people of their inheritance/livelihood. ✓

Examples

- Introduced the Africans to Christianity and that destroyed the culture, knowledge and experience of the indigenous people. ✓
- Africans lost their land to Colonialists. ✓
- Those who resisted colonialism were killed. ✓
- They created hatred among ethnic groups. ✓
- Africans were forced to do all the hard work at little or no pay. ✓
- Racism was rife towards Africans, treated as servants because of the colour of their skin.



(accept reasonable answers)

5.1.3 What point of view does source B have of colonialism? Give examples to substantiate your answer. 2+ L3  
2x1(4)

- Positive point of view. The Colonialists brought civilisation to Africa. ✓ ✓

Examples

- Built hospitals ✓
- Built schools. ✓
- Taught the indigenous people to read and write.
- Invented modern transport modes.
- Clothes, as they would wear skins.

(accept reasonable answers)

5.2 Write an essay of about one and half pages to discuss the results/consequences of colonisation. Follow the guidelines below: (15)

- Definition of colonisation
- Factors that enabled European powers to colonize Africa
- The results/consequences of colonisation

**Definition of colonisation**

- Practice of assuming political control of another country. Settlers from the colonising power come to live in and control the colonised territories or areas.

**Factors that enabled European powers to colonize Africa**

- The Europeans powers had weapons
- Religious Ideologies that were influential
- Experience in winning wars

**The results/consequences of colonisation**

- Slavery-Africans were sold as slaves and made to work for the Colonialists.

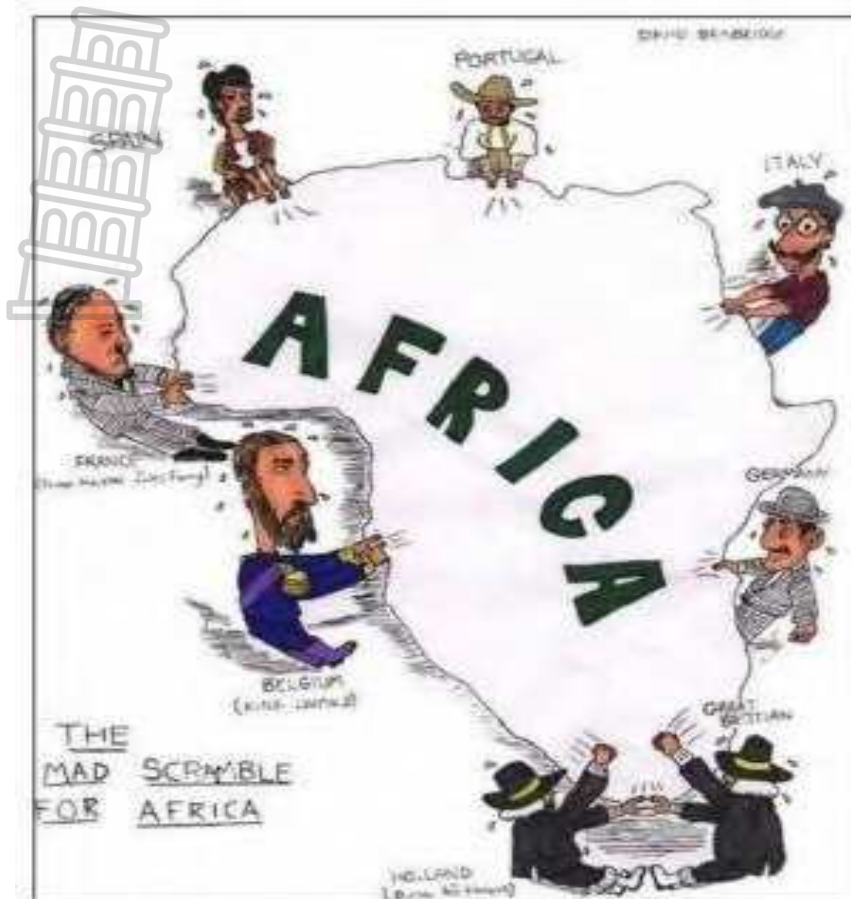
- Political control-They created artificial borders and controlled the different areas.
- Loss of identity-African culture and tradition were eroded ,they had to abandon their roots.
- Poverty,famine-no free access to natural resources as these were now controlled by the Colonialists.
- Civil war, Rivalries between ethnic groups-the different ethnic groups started fighting with each other.They made people to think that they are different from each other and started hating each other.
- Spread of christianity-The African spirituality was lost among Africans.
- Land repossession,taking of natural resources-The colonisers controlled raw materials and minerals-Africans were forced to work for very low wages.

5.3 Indicate whether the following statements TRUE or FALSE

5x1(5)

Statement	Answer
a. Some African leaders attended the Berlin Conference	true ✓
b. The artificial boundaries created by colonial rulers made people to live in harmony.	false ✓
c. Ethiopia and Liberia were the two territories in Africa without colonial influence.	true ✓
d. Britain colonised most of Southern Africa	true ✓
e. King Leopard referred to Africa as a magnificent cake.	false ✓

5.4 Refer to Source C about division of Africa to answer questions below.



Source B <https://goo.gl/vsvglUa>

5.4.1 What event is the cartoon about (source B)?

1x1(1) L1

The Berlin conference 1884 ✓

5.4.2 Who do the men around the cartoon represent ?

1x1(1) L1

The men are the representatives of their countries included in the negotiations.

✓

5.4.3 Did all the European powers at the Berlin conference get a piece of Africa ,explain the reason for your answer

2x2(4) L1

No ✓✓

They did not all get a piece of Africa, it depended on the power that the countries had . e.g Britain and France had more powers so it got larger pieces.

✓✓

5.4.4 What does the cartoonist think about this event ?

2x1(2) L2

The cartoonists used the word mad to describe the proceedings , this shows that he feels negatively about them . he saw the event as insane and out of control . ✓✓

5.4.5 Explain why were Europeans so keen to get their hands on Africa ?

2x2(4) L2

- Europeans wanted to gain access to raw materials,(main reason )

✓✓

- Africans were also a massive market ✓✓
- Political : nationalism
- Christianity to Africans



Week 6

Case study: The Ashanti Kingdom

The rise of the Ashanti and their early contact with European traders and explorers



6.1 Refer to the two maps to answer the questions below

The flag of the Ashanti Kingdom



The flag of the British Gold Coast



6.1.1 What is the central symbol of the Ashanti flag and what does it represent? 1x2(2) L1

It is the Golden stool. It represents the independence, the pride and the power of the Ashanti people. ✓✓

6.1.2 Describe the symbols seen on the Gold Coast flag. 1x2(2) L1

The elephant and the jungle scene and the letters G.C. represent the Gold Coast. The Union Jack is the British flag and is in the left top corner of the colonial flag. ✓✓

7 The local farmers who still had access to land, were forced to sell their crops very cheaply. What became one of the largest profitable crops for the British Empire? 1x1(1) L1

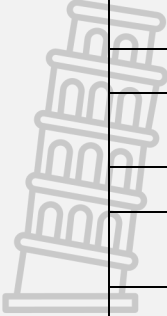
The British made the most profit from the cocoa export ✓

8 What is the basic ingredient of chocolate? 1x1(1) L1

Cocoa ✓

9 Match the following definitions with the correct term.

Terms	Definition	Answer
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1. Values	a. Goods sold to other places	Exports ✓
2. Exports	b. Important beliefs	Values ✓
3. System	c. Element in a food product	ingredient ✓
4. Ingredient	d. Way of doing things	System ✓
5. Abolished	e. To have power over something	Control ✓
6. Control	f. To do away with something	Abolished ✓

10 Who made the profit from the cocoa exports?

The British made the most profit from the cocoa export. ✓

11 Write an essay on who you think benefitted the most with the colonisation of the Gold Coast. Explain the benefits and how it changed the lives of the people. The essay should be approximately 6-8 lines.

The results of colonisation of the Ashanti for the British were that they made a lot of money. They exported cocoa and that quickly became the colony's major export. In 1901, the country also experienced a "gold rush". The British controlled the gold and other minerals of the Ashanti. That developed the infrastructure at the Gold coast. The British controlled the trading routes. The Ashanti had to give up a lot of their culture and traditions. The Ashanti had to do everything Britain wanted. New ways

## Week 7

### Case study: The Ashanti Kingdom

#### The British and the colonisation of the Gold Coast

7.1 7.1 Match the terms in Column A with the descriptions in Column B. e. g

7.1.11 ○



Column A	Column B	Answer
7.1.1 While the British were looking for the Golden Stool, the Ashanti made a final attempt to resist British takeover of their kingdom. Who led the resistance?	A. Elmina	J✓

10x1( L1  
10)

7.1.2 People who speak or do things for (on behalf) of a group of people	B. King Prempeh	I✓
7.1.3 Important because of its position, part of a bigger plan	C. Gold, ivory, and slaves	H✓
7.1.4 Countries that are ruled by foreign powers	D. The Gold Coast	F✓
7.1.5 The dividing lines between two countries/frontiers	E. Osei Tutu	G✓
7.1.6 The first Ashanti King who unified the Ashanti states	F. Colonies	E✓
7.1.7 The new name of Ashanti after it was colonised by British	G. Borders	D✓
7.1.8 Items of trade between the Ashanti and Europeans.	H. Strategic	C✓
7.1.9 In 1890, he to reunite Ashanti Kingdom. The British responded by sending him into exile	I. Representatives	B✓
7.1.10 The name of the fort the Portuguese built on the coast of the Ashanti Kingdom; it means the 'mine'	J. Yaa Asantewaa	A✓

7.2 Study **Source 7A** about the colonisation of the Gold Coast by Britain and answer the questions below:

**Source 7.A**

*Britain occupied some land in the Gold Coast in the 19th century. She was represented by the African Company of Merchants in the Gold Coast in 1817. When the company became weak, the Gold Coast was given to **Governor MacCarthy** of Sierra Leone. The British used force to control some Ashanti areas in 1824.*

*So, in 1830 they chose Captain George MacLean to be the British leader in the Gold Coast. During his rule there were no wars between because of his*

punishment methods. In 1844 Britain appointed commander H Worsley Hill as the first Governor of the Gold Coast. Hill immediately signed a Bond of 1844 **treaty** with the local chiefs. According to this treaty chiefs had to report all serious crimes to the governor. In return Britain promised them the protection against their enemies.

**Adapted from History of Ghana, FP Miller and AF Vandome, Alphascript Publishing, Mauritius, 2009**

7.2.1 From your knowledge, what was the capital of Ashanti Kingdom? 1x1(1) L1  
**Kumasi✓**

7.2.2 Why was this area of Ghana called the Gold Dust? Why do you think it was so eagerly colonised by British? 2x2(4) L2  
**It was called Gold Dust because of its rich gold minerals/deposits✓✓.**  
**Britain wanted to get an access to gold minerals✓✓**

7.2.3 Explain the Bond of 1844 treaty. 2x1(2) L2  
**Agreement signed by Governor Hill and local chiefs, chiefs to report crimes to the Governor to earn protection from their enemies✓.**

7.2.4 Explain why Prempeh I was arrested and exiled. 2x2(4) L2  
 ▪ **Prempeh I was arrested because he began to reunite the Ashanti Kingdom and built up the economy✓✓**  
 ▪ **Britain could not accept his attempts at building up a new empire✓✓**

7.3 Study Source 7.B and answer the questions below:



IS IT TRUE THAT THE BRAVERY OF ASANTE IS NO MORE?  
 I CANNOT BELIEVE IT. IT CANNOT BE I MUST SAY THIS:  
 IF YOU, THE MEN OF ASANTE, WILL NOT GO FORWARD,  
 THEN WE WILL.

--Yaa Asantewaa --

<https://ghanaportals.com/yaa-asantewaa/>

7.3.1 Using prior knowledge what did the golden stool symbolize and represent? 2x2(4) L1

- **It was a symbol of nationalism represented the nation's soul brought good fortune and ✓✓**
- **kept the nation united it also represented the Ashanti people's independence. ✓✓**

7.3.2 Did the Ashanti agreed to be colonised? Give 2 reasons to support your answer. 1+(2x 2) (5) L2  
 ▪ **No✓, They resisted the Britain rule. ✓✓ There were 4 wars between British and the Ashanti called Anglo-Ashanti wars. ✓✓**

7.3.3 Write a paragraph about the role played by Yaa Asantewaa in the Ashanti Kingdom. (8) L3

[38]

- She played an important role in the Ashanti Kingdom.
- She led the Ashanti into the last resistance against the British forces.
- She reminded the people that they have a heritage of strong and great leaders who would have fought to defend themselves.
- She motivated men by questioning their bravery.
- To protect the Golden Stool, she led an army of 5000.
- Her bravery inspired a movement to fight for the return of Prempeh I and for independence.

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding.</li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>MARKS: 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>MARKS: 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates a thorough understanding of the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6-8</b>

## Week 8

### Case study: The Ashanti Kingdom

#### Results of colonisation for Ashanti Kingdom and Britain

#### 8.1 8.1 SOURCE 1A, about the kingdoms on the west coast of Africa before European colonisation

Before colonisation in the West African region was part of thriving trade network. West Africa produced and traded millet, sorghum, kola, ivory and cloth and gold. West Africa exchanged goods from traders in Sahara. In 17 the century Akan was divided into independent kingdoms. Europeans were astonished by the richness of gold in the area, and they called it the gold coast The Queen wore glasses made of gold. The Queen was called Ashantewaa and the King was called Shantehene. At first Portuguese traders were interested on Gold, but later they expanded to include slaves.

Refer to source 1A

8.1.1 Identify any three goods from the source that were produced by West

3x1(3) L1

African countries.



- millet✓
- sorghum✓
- kola✓
- ivory
- cloth
- gold

8.1.2. Define the concept colonisation in your own words

2x1(2) L1

Colonisation is a system where by one country control another ✓✓

8.1.3 According to the source how was Akan Kingdom like?

2x1(2) L2

It was divided into independent kingdoms.

8.2 Refer to SOURCE 1B, that explains how the British colonisation of the Gold Coast and answer the questions that follow.

**Source 1B**

By the year 1824 the British fought against the Ashanti, but the British defeated the Ashanti at the end and became part of British colony called Gold Coast because of rich of gold .In 1896 the British occupied the Ashanti Capital of Kumasi. Chiefs and Elders were sent to exile. Major Hodgson became the British Governor. War between the British and Ashanti came into being which was called the war of Golden Stool and in 1902 the Ashanti was defeated. British took over the Gold Coast became the British colony.

*Adapted from: Addy E.A. Ghana: A history for primary school, Longmans, Green and Company*

8.2.1 According to the source what was the name of colony controlled by the Britain

1x1(1) L1

- Gold coast ✓

8.2.2 Use the source and your knowledge to explain why the British colonised the Gold Coast ?

2x2(4) L2

- It was rich of gold✓✓
- there were lot of natural resources✓✓  
(accept any other relevant answer)

8.3 Read SOURCE 1C about the results colonisation of Ashanti Kingdom and the British.

**Source 1C**

After the Ashanti was defeated the British collected all gold treasures. The Ashanti had no political rights , they lost power, people were forced off their land. The Ashanti were forced to work for wages and to pay taxes. The British took as much as they can. The British spent money to improve their ability to remove wealth and natural resources from Gold Coast. They built roads and railway to get to the resources to ship them to Europe.

Comments by Sir James Robertson a former Governor General in West Africa

8.3.1 According to the source what did the British collect?

1x1(1) L1

All gold treasures ✓

8.3.2 Use the source to name any two things that the Ashanti lost to the British 2x1(2) L1

- Political rights✓
- lost power ✓
- lost land

8.3.3 Use the source and your knowledge to explain how source 1B support source 1C 2x2(4) L3

Source 1b: explains how the British colonised the gold coast. ✓ ✓

source 1c: tells us about the Ashanti kingdom colonised by the British✓ ✓

Source1b: explains about the British took all gold treasures

Source 1c: tells us about the British when they took as much resource as they can.

8.3.4 Use the source and your knowledge to write a paragraph of eight line to explain how was West Africa before colonised by the British and what were the results brought by the British colonisation of Ashanti Kingdom. 8 L3

Paragraph writing

It was a networking trade(source1a)

[27]

Ashanti produced millet, sorghum,

It was divided into independent kingdoms

European were interested in gold

Ashanti became British colony after they were defeated

Elders and chiefs were sent to exile

Ashanti lost land

Ashanti lost power

They lost their rights natural resources were taken from gold coast

Any other relevant answer

<b>LEV EL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g., shows little or no understanding.</li> <li>• Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	<b>MARKS: 0-2</b>
<b>LEV EL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>MARKS: 3-5</b>
<b>LEV EL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g., demonstrates a thorough understanding of the topic.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS: 6-8</b>

Week 9  
Revision and consolidation



9.1 9.1.1 Define the following terms:

5x1(5) L1

- a) Colonisation  
The movement of people from their mother country to another country to form colonies✓
- b) Scramble  
Quick movement by countries to gain colonies✓
- c) Empire  
A group of colonies controlled by an emperor✓
- d) Cash crops  
Crops that are grown to sell rather than to feed the family✓
- e) Chancellor  
Head of state in Germany or Austria✓
- f) Nationalism  
The desire of a nation to be successful and independence✓

9.2 9.2.1 Refer to the cartoon on the Berlin Conference to answer the following questions.





<https://www.pbslearningmedia.org>

9.2.1 In which year was the conference held? 1x1(1) L1

1884✓

9.2.2 Which country is represented by the person holding the knife? 1x1(1) L1

Germany✓

9.2.3 What is represented by the cake being cut? 1x1(1) L1

African continent ✓

9.2.4 Name two main players who were invited to the conference. 2x1(2) L1

Britain, ✓ France, ✓Portugal, Belgium, Germany (any TWO)

9.2.5 Explain TWO reasons why the conference was held. 2x2(4) L2

To prevent war over the control of Africa✓✓

To discuss ways to divide Africa peacefully✓✓

Decide how to expand countries rule over Africa without conflict

(Accept Other Relevant Answers)

9.2.6 Who called the conference? 1x1(1) L1

Chancellor Otto Van Bismarck✓

9.2.7 From which country was the leader named in 9.2.6? 1x1(1) L1

Germany✓

9.2.8 Describe any TWO agreements made at the Berlin Conference. 2x2(4) L2

- ANY European country that wanted to take over any part of Africa had to tell other countries and get approval. ✓✓
- Congo was given to King Leopold of Belgium✓✓
- Niger River was opened for trade to all European countries
- German East Africa (Great Lakes) became a colony of Germany

(Any Two)

9.3 Write down FIVE causes of the colonisation of Africa by Europe

5x1(5) L1

Where to get raw material✓

Markets to sell products, ✓

To get mineral wealth✓

To make profit✓

Get more space and food✓

Promote Christianity

Growth of nationalism in Europe

To be regarded as powerful✓ - (Any FIVE) Accept other relevant answers

9.4 Refer to the cartoon to answer the questions below.



en.wikipedia.org.

9.4.1 Who is the person shown on the above picture?

1x1(1) L1

Cecil John Rhodes✓

9.4.2 What is he standing on?

1x1(1) L1

He is standing on the continent of Africa✓

9.4.3 Why are his feet and arms spread?

2x1(2) L2

He wanted to build railway line to control the whole of Africa from Cape to Cairo✓✓

9.4.4 How did John Rhodes reward himself in Africa?

2x1(2) L2

He started a colony that he named after himself Rhodesia✓✓

9.4.5 What is the present name of the reward?

1x1(1) L1

Zimbabwe✓

**9.5** Write an essay of one and half pages to explain the advantages and disadvantages of Colonization. Your essay must have an introduction, two main paragraphs and a conclusion.

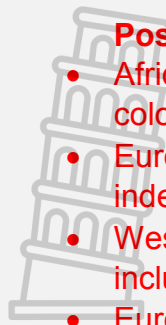
15 L3

**Essay Question** – The benefits and disadvantages of Colonization

**Introduction:** Brief overview of essay

**Negative Aspects – Topic sentence**

- There were several negative effects of colonialism that became evident after many African nations became independent.
- African cultures and traditions were destroyed
- Africans were robbed of their independence / autonomy (the right or condition of self-government) and became depressed
- Foreign system of government imposed on African kingdoms
- British representatives replaced traditional chiefs
- New Military systems introduced with which African states could
- Many lost their land/homes and were displaced or sold into slavery
- Europeans implemented tax systems –
- Africans were forced to work in order to pay taxes
- Many were forced to work as laborers on mines and European plantations for low wages
- Colonial fashion (new clothes) and building replaced traditional African clothes and buildings
- New borders mixed African tribes – new artificial boundaries created new tribal tensions
- new calendar, languages and writing were introduced
- Missionaries brought Christianity, which influenced Africans to stop following their traditions
- Those who resisted were imprisoned or killed



### Positive Aspects – Topic sentence

- Africa would most likely still be behind the rest of the world without colonialism though.
- Europeans established boundaries, making the process of independence easier with predetermined state formation.
- Western life was introduced which included a new economy which included a more sophisticated money system and banking.
- Europeans introduced medicine, education, and improved infrastructure, Christianity, and boundaries.
- The growth of the African population was aided by the Western medicine introduced by Europeans.
- Africans were introduced to formal education by Europeans which led to improved literacy rates
- New irrigations methods and new mining industrial technology was introduced.
- Improved African infrastructure with the addition of road systems, railroads, water, electricity, and communication systems.
- Christian missions promoted literacy and health care in Africa. The Christian religion made African spirituality simpler and took away the need for sacrifices and rituals.

**Conclusion:** bring it all together – recap on main points

9.6 Refer to the case study on the Ashanti Kingdom to answer questions that follow.

**Asante empire**, Asante also spelled **Ashanti**, West African state that occupied what is now southern Ghana in the 18th and 19th centuries. Extending from the Comoé River in the west to the Togo Mountains in the east, the Asante empire was active in the slave trade in the 18th century and unsuccessfully resisted British penetration in the 19th. In their struggle against the suzerain state of Denkyera and lesser neighbouring states, the Asante people made little headway until the accession, probably in the 1670s, of Osei Tutu. After a series of campaigns that crushed all opposition, he was installed as Asantehene, or king of the new Asante state, whose capital was named Kumasi. His authority was symbolized by the Golden Stool, on which all subsequent kings were enthroned

<https://www.britannica.com/editor/The-Editors-of-Encyclopaedia-Britannica/4419>

9.6.1 Who was the first king of Ashanti?

1x1(1) L1

King Osei Tutu✓

9.6.2 In which country is the city of Kumasi?

1x1(1) L1

Ghana✓

9.6.3 What was the most important symbol of kingship to Ashanti people? 1x1(1) L1

The golden stool✓

9.6.4 Who were the first traders to arrive in Kumasi? 1x1(1) L1

Portuguese✓

9.6.5 What were the two main exports from Ashanti? 2x1(2) L1

Gold✓, slaves✓

9.6.6 What did Ashanti mainly import from Europe? 1x1(1) L1

Guns✓

9.6.7 Where did the traders build their fort and what was its name? 2x1(2) L1

On the coast, Elmina✓✓

9.7 Read the extract about the British and the colonisation of the Gold Coast to answer questions below.

During the 1800s the British fought many wars with the Ashanti kingdom. The main reason for those fight was the control of trade route and to stop slave trade. The British took control of coastal area but Ashanti remained independent towards the north. In 1824 the British attacked Kumasi and defeated the Ashanti

9.7.1 How did the 1824 war weakened Ashanti? Give three facts 3x2(6) L2

They set fire to part of the city Kumasi, they blew up the king's palace, ✓✓

They took golden artworks, ✓✓

They encouraged many smaller states to break away, civil war weakened Ashanti further✓✓

(Any Three)

9.7.2 Who was the queen mother who resisted the British take over? 1x1(1) L1

Queen Yaa Ashantiwaa✓

9.7.3 What happened to queen mother after the defeat? 1x2(2) L2



She was sent into exile to the Seychelles where she died in 1921 ✓✓

9.7.4 In a paragraph discuss the results of colonisation for both nations in a paragraph of 6-10 lines 8 L3

- Ashanti kingdom became part of the Gold Coast colony.
- Like in other British colonies where a local leaders rule the exiled king returned and rule
- The king did not have any real power- British sent soldiers and officials to rule the Gold Coast
- Britain became very wealthy from its African colonies
- British companies took over gold mines,
- They bought crops from farmers and sent them to Britain e.g. cocoa beans
- The Gold Coast became independent in 1957 as Ghana
- Gold Coast was the first African colony to be independent
- Most Ashanti people lives in Ghana and farm in cocoa beans
- The King is still the highly respected leader in Ghana
- The Golden Stool and gold items kept in Kumasi museum are a reminder of Ashanti history
- Yaa Asantewaa Girls' Secondary School was established in recognition and respect of the mother queen- Accept other relevant answers

Annexure A

**ESSAY MARKING RUBRIC – 10 MARKS**

<b>MARKING MATRIX FOR ESSAY: TOTAL: 10</b>							
	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<b>PRESENTATION</b> 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusion reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusion is not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
<b>CONTENT</b> 							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	9–10	8–9					

<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	8–9	8	7				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	7	7	7	6	5		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			6	5	5		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				5	5	4	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					4	3	2
<b>LEVEL 1*</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						2	0–1

\* **Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1

Paragraph Rubric

Level 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic</li> </ul>	MARKS: 0-2
Level 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner</li> </ul>	MARKS: 3
Level 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. demonstrates a thorough understanding.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	MARKS: 4-5