WORLD HISTORY
SINCE THE 15TH CENTURY
GRADE 12U

1650- 1789

COMMUNITIES, CONFLICT &
COOPERATION

MADE BY:
ERICA ALTOMARE
EVELYN MORRIS
SHAWNA TEJPAL
LOOKING THROUGH A SOCIAL JUSTICE LENS

Our resource package contains four unique lessons that look at communities on different continents: North America, Europe & Africa.

These lessons, although very different, share a common theme of looking at both world issues and community-based issues through a social justice lens.

These lessons attempt to focus on the stories of people in history whose voices were silenced.

We believe that linking social justice education with history education prioritizes teaching a holistic historical narrative from the bottom-up.

We believe this focus will help promote global citizenship in today's connected world.
Lesson 1 of Social Justice Resource Pack
A LOCAL Perspective

COURSE
World History since the Fifteenth Century, Grade 12 University Preparation CHY4U (pg. 390)

OVERALL EXPECTATION
C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected these interactions

SPECIFIC EXPECTATIONS
C2.4 analyse key causes and consequences of some economic and/or cultural exchanges between different countries or regions during this period (e.g., with reference to trade, technology, the impact of new agricultural products, language, the influence of the artistic or cultural production of one society on another)

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (e.g., the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnership; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED
Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED
Continuity and Change and Ethical Dimensions

TITLE OF STORY: Oh Canada?

OVERVIEW
In this story, students will look at Colonialism through the lens of how it directly affected Indigenous peoples. By experiencing the challenges of reverse engineering, they will critically think about the connection between the loss of Indigenous traditions and the ties within their own communities. This relates to our overall goal of social justice throughout our resource pack by looking at how the consequences of actions from hundreds of years ago continue to be present within the communities of Canada today.
LEARNING GOALS
Students will:

● Be able to recognize that colonialism disrupted life and the way Indigenous knowledge was passed down from generation to generation
● Be able to identify and understand the ways in which people today continue to be affected by colonial practices dating from this period

SUCCESS CRITERIA
I will be able to:

● Discuss the ways in which Indigenous peoples’ traditional means of transmitting knowledge were interrupted because of colonialism
● Understand why reverse engineering was necessary
● Identify the strategies that Indigenous people have used to respond to colonialism

APPENDICES
1. French Canadian Voyageurs in an Indigenous Canoe (PSD 1.1) [1]
2. Minds on Activity - “There’s someone in your house” (BLM 1.1) [2]
3. Effects of Colonialism Graphic Organizer (BLM 1.2) [3]
4. How to build a paper canoe (BLM 1.3) [4]
5. Personal Reflection (BLM 1.4) [5]

TIME
This lesson will take approximately 75 minutes.

PREPARATION
PRINT - The teacher should print enough so each student has one:
● BLM 1.1, BLM 1.2, BLM 1.4
CREATE - The teacher should create a paper canoe to model for the class in Step 4.

A. DIRECTIONS
Step 1: Warm up (10 minutes) - “There’s someone in your house”
Teacher will ask students to close their eyes and sit comfortably. Then, the teacher will read the following passage.

“Imagine that you are sitting in your home. Someone knocks at the door. You answer. He looks tired and hungry and tries to communicate with you but you’re not sure what he’s saying. He gestures that he’d like to sleep on the porch for the night, and you say okay. The next morning you wake up and notice that he is sitting with one of his friends. They smile at you, take the cups
Teacher will then hand out **BLM 1.1 Minds on Activity.** [2] Students will be given 10 minutes to write a short response describing their emotional reaction to this situation to get them thinking and empathizing with the situation of Indigenous peoples as colonialism took hold. This can be used as an assessment for/as, to establish students knowledge of social interactions within this time period and for students to inform themselves of where they are within the critical thinking process. The teacher will collect all of the students’ responses.

**Step 2: Discussion (5 minutes)- What is Colonialism?**

To activate background knowledge, have students think, pair, share about the word Colonialism. Bring this into a classroom discussion and explain that Colonialism was the European way of controlling the people and the land in Canada. Over an extended period of time, Europeans slowly took the rights and privileges away from the Indigenous peoples.

The teacher will explain that Colonialism is a very complicated thing, and that in this lesson they are going to simplify it a bit by looking at the way that it affected Indigenous peoples within Canada.

**Step 3: Modeling (15 minutes) - Terms pertaining to the effects of Colonialism**

The teacher will proceed to handout **BLM 1.2 Effects of Colonialism Graphic Organizer** to each student. [3] The teacher will then write the following terms on the board in a mind-map format: Culture, Home/Community, Parents, Language, Religion.

The teacher will propagate a class discussion where students will be asked to associate how they feel colonialism affected these categories for Indigenous peoples. The teacher will then write notes on the board, placing the terms with their categories. Hopefully, students will ultimately
emphasize the importance of people having the freedoms and rights to make their own decisions about how these things function in their lives.

The teacher will explain that Indigenous peoples’ rights to make decisions for themselves in all of these categories were affected by colonialism.

**Step 4: Guided Practice (30 minutes) - Reverse Engineering**

The class will examine PSD 1.1 and discuss what they notice. [1] This painting is from 1715 and examines how French Canadian Voyageurs were involved in trading furs with the First Nation’s peoples between 1710 and 1870. Have students notice the flag and the organization of people within the canoe. The teacher should ask students if they have ever been in a canoe and if they know what “Canoe culture” means.

The teacher will then divide the class into groups of 2-3. Show the class a paper canoe. Tell them that everything they need to create the canoe is in the room and that they must make one of their own. No further instructions or guidance will be given and they have 20 minutes.

**Debrief:**

The teacher will ask students about frustrations, challenges, and triumphs in trying to reverse engineer a paper hat.

The teacher will explain that this exercise models the experiences of canoe carvers who struggled to make canoes when all they had was the recollections of a few elders, and the finished canoes that were located in museums. Have the students try again using the instructions from BLM 1.3. [4]

**Step 5: Independent Activity (15 minutes)**

1. Students will then write a personal response about something in their life that they have learned from an elder/grandparent/community member. [5] This can be a tangible skill, or a more general “life lesson”. Students will reflect on what it means to them to have been taught this skill by that person.

   Examples: How to cook or prepare a certain type of food; How to control their emotions or express themselves; How to create art

2. Students will then reflect on how the “building a canoe” activity was different once they had instructions. They will discuss what they feel canoes represent for First Nations culture and how the loss of elders in their society affected future generations.

**ASSESSMENT**
● Assessment AS/FOR Learning: During the warm up activity, “There’s someone in your house” the teacher can collect students short paragraphs about their feelings after reading the passage. This can be used as an assessment for learning, in that it helps the teacher to identify students prior knowledge of Colonialism. It can also be used as assessment as learning because it allows students to inform themselves of where they are in terms of their critical thinking process pertaining to Colonialism as well as their ability to connect it to their personal lives.

● Assessment OF learning: Students will hand in their personal response about their community learning to demonstrate their ability to connect and reflect on the present effect of Colonialism in Canada.

B. APPENDICES
1. Primary Source Documents:
   PSD 1.1 French Canadian Voyageurs in a First Nations Canoe [1]

   French Canadian voyageurs were involved in trading furs with aboriginal populations between 1710 and 1870. (Painting by Frances Anne Hopkins/Library and Archives/Wikimedia Commons/PublicDomain)

2. Black Line Masters:
   *teaching concepts modeled off of the “Voices of the Canoe” curriculum
   BLM 1.1 Minds On Activity [2]
MINDS ON ACTIVITY
Describe your emotional reaction to the passage “There’s someone in your house”. How do you feel this allows you to think and empathize with the situation of Indigenous peoples as colonialism took hold?

BLM 1.2 Effects of Colonialism Graphic Organizer [3]

BLM 1.3 How to Build a Paper Canoe [4]
BLM 1.4 - Personal Reflection [5]

REFLECTION
1. Write a personal response about something in your life that you have learned from an elder/grandparent/community member. This can be a tangible skill, or a more general "life lesson". Reflect on what it means to them to have been taught this skill by that person. Examples: How to cook or prepare a certain type of food; How to control their emotions or express themselves; How to create art

2. How was the "building a canoe" activity different once you had instructions. What do you think canoes represent for First Nations culture and how has the loss of elders in their society affected future generations?

[1] PSD 1.1 French Canadian Voyageurs in a First Nations Canoe, Painting by Frances Anne Hopkins/Library and Archives/Wikimedia Commons/Public Domain)  

[2] BLM 1.1 Minds On Activity

[3] BLM 1.2 Effects of Colonialism Graphic Organizer

[4] BLM 1.3 How to Build a Paper Canoe

[5] BLM 1.4 - Personal Reflection
COURSE
World History since the Fifteenth Century, Grade 12 University Preparation CHY4U

OVERALL EXPECTATION
C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected those interactions

SPECIFIC EXPECTATIONS
C2.2 analyse interrelationships between specific groups in various societies around the world during this period (e.g., between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, mandarins and local populations, different classes or castes)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED
Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED
Evidence

TITLE OF STORY: The Salem Witch Hunt

OVERVIEW
In this story, students will learn about the Salem Witch Trials and what led to them. Students will engage with primary sources and secondary readings to investigate the beliefs, circumstances, and relationships between different groups that led to the witch hunt. This relates to our overall goal of social justice by highlighting the dangers of groupthink, persecution, and scapegoating.

LEARNING GOALS
Students will:
- Be able to identify possible political and religious factors and preconditions that led to the Salem Witch Trials
- Be able to recognize the circumstances that fostered mass hysteria in Salem

SUCCESS CRITERIA
I will be able to:

- Identify the possible causes of the Salem Witch Trials
- Analyse primary sources from 1692-93 and secondary readings to make conclusions about the witch hunt
- Present my findings clearly to the rest of my peers

APPENDICES

1. Maps of Salem Village 1962 (PSD 2.1) [3]
2. Examination of Abigail Hobbs (PSD 2.2) [5]
3. Salem Summary (BLM 2.1) [1]
4. Evidence Organizer (BLM 2.2) [2]
5. Salem Village vs. Salem Town (BLM 2.3) [4]
6. Puritans in Salem (BLM 2.4) [6]

TIME
This lesson will take approximately 75 minutes.

PREPARATION
PRINT - The teacher should print enough so each student has one:
- BLM 2.1 Salem Summary
- BLM 2.2 Evidence Organizer
- The teacher should print enough for each group member in the evidence teams
- PSD 2.1 Maps of Salem Village 1962
- PSD 2.2 Examination of Abigail Hobbs
- BLM 2.3 Salem Village vs. Salem Town
- BLM 2.4 Puritans in Salem

GATHER - Half-sheets of paper (for Warm Up)
- Four chart paper sheets
- Markers for each group

SET UP - Projector for online video
- Video found at

A. DIRECTIONS
Step 1: Warm up (20 minutes) - Someone’s Cheating in my Class!
Note: Make sure to prepare students who are more sensitive or who have anxiety that this scenario is fictional before class. Know your class and how they will be affected by this roleplay before you begin.

Part 1:
Start the class by addressing the whole class and introducing the following scenario.

“It has come to my attention that some students in this class cheated on our last test. I noticed two similar tests, and when I addressed these students they told me others were involved as well. Cheating is something I take very seriously, and since I don’t know who is guilty, I will be questioning all of you. If I suspect you of cheating, you will receive a mark of zero on your test and you must complete an extensive make up assignment. If you choose to cooperate and reveal the name of a cheater, you won’t be punished even if you cheated yourself. I have final judgement on who is punished, even if someone accuses you. Remember - you can either tell the truth and save yourself or face the consequences.”

Expect them to ask questions and be confused and/or angry, but avoid these questions for now. Hand out a half sheet of paper to each student. Instruct them to write their name down on the sheet, note if they cheated, and to name anyone else who cheated. Collect the sheets as they finish and put them aside to be discarded later.

Apologise to students and inform them that they are not actually in trouble. Now that they have had several minutes to think over the scenario, field their questions and start a discussion about how they felt and what their plans of action were. Guiding questions can include:

- Did you think that was a fair way to deal with the situation? Is this enough evidence to give you a mark of zero?
- How did you feel when you had to write names down and whether you were a cheater?
- What did you plan to do?
- What would you do if someone else accused you in their answer?

Part 2:
Ask students to participate in some roleplay to continue the scenario by letting you question them. Explain that you need a volunteer that wrote they were not a cheater and did not accuse anyone else. Place two chairs facing each other at the front of the classroom, sit in one, and have the volunteer sit in the other.

Conduct an interview with the student to show students why the accused witches would have nothing to lose and much to gain by accusing others, even if they had no reason to believe they were guilty. Here is a general idea of your role as interviewer:
- Did you cheat on the test? (Response: “No”)
- You look too uncomfortable/comfortable/confident etc. to be telling the truth. Are you sure? (Response: “Yes”)
- Do you know anyone who did cheat on the test? (Response: “No”)
- Remember that all you have to do is tell the truth and name another cheater to get out of trouble. Are you sure you don’t want to tell me?
- I don’t believe you, and I’m sure you cheated. I’ll give you your make up assignment, and you’ll get a zero on your test. This is your last chance to cooperate.

**Step 2: Discussion (5 minutes)** - Welcome to Salem, Massachusetts
Debrief the interview with students. Whether the student ended up accusing someone else or not, ask the class whether they had anything to lose by giving up someone else. Would they do the same?

Ask students what they already know about the Salem Witch Trials and about witch hunts in general (eg. European witch crazes). Jot their answers down on the board.

**Step 3: Modeling (10 minutes)** - Introduction to the Trials
Hand out BLM 2.1 Salem Summary [1] and show a six minute video by Discovery Education about the trials (found at http://school.discoveryeducation.com/schooladventures/salemwitchtrials/story/story.html).

Begin a brief discussion about the nature of the Salem Trials. Possible questions include:

- Why do you think the people of Salem believed the girls’ accusations?
- Even if witchcraft was real to them, why were there so many accusations at once? (Remind them to think about the warm up activity)

**Step 4: Guided Practice (15 minutes)** - Primary Source Investigation
Tell the class they are going to look into some of the possible causes of the Witch Trials. Divide them into four groups, with each group in charge of a package of primary source document(s) and/or secondary source(s). Hand out BLM 2.2 Evidence Organizer [2] to each student, copies of PSD 2.1 Maps of Salem Village 1962 [3] and BLM 2.3 Salem Village vs. Salem Town [4] to groups 1 and 3, and PSD 2.2 Examination of Abigail Hobbs [5] and BLM 2.4 Puritans in Salem [6] to group 2 and 4.

Tell students that each group will be investigating one primary source or secondary readings on the Witch Trials. As they read them, they should fill out the section of the organizer for their
piece of evidence with their group. What is their primary source? According to this document and their secondary reading, what could have led to the Witch Trials?

Let them know they will be sharing their answers with the rest of the class. They are encouraged to work together between groups to make connections. Circulate from group to group to answer questions and ask guiding questions.

Step 5: Independent Activity (10 minutes) - Presentation Prep

When you are satisfied that each group is on the right track, hand out a piece of chart paper to each group. Ask students to write down the main points their group found for their document - What caused the Salem Witch Trials? Let them know that they will be presenting their findings to their classmates.

Step 6: Sharing / Discussing / Teaching (15 minutes) - Presentation and Debrief

Ask students to take notes in the related sections of BLM 2.2 Evidence Organizer [2] while their classmates present. Allow each group to present.

ASSESSMENT

- Assessment FOR learning:
  - Monitoring student responses during discussion (during the discussion, modelling, and end debrief sections) can be used to identify the amount of prior knowledge students have on the Salem Witch Trials and whether the warm up activity was an effective analogy.
  - Student answers to guiding questions and written responses on their BLM 2.2 Evidence Organizer [2] sheets can be monitored to identify which students need more guidance with the concept of cause and consequence and/or analysing primary sources.

- Assessment AS learning:
  - Students’ final presentation will demonstrate their ability to analyse primary texts and make inferences about possible causes for the Witch Trials.

B. APPENDICES
Examination of Abigail Hobbs on April 19, 1692

Abig. Hobbs, you are brought before Authority to answere to sundry acts of witchcraft, committed by you against and upon the bodies of many, of which severall persons now accuse you. What say you? Are you guilty, or not? Speak the truth.

I will speak the truth. I have seen sights and been scared. I have been very wicked. I hope I shall be better, if God will help me.

What sights did you see?

I have seen dogs and many creatures.

What dogs do you mean, ordinary dogs?

I mean the Devil.

How often, many times?

But once.

Tell the truth.

I do tell no lye.

What appearance was he in then?

Like a man.

What did he say to you?

He said he would give me fine things, if I did what he would have me.
PSD 2.2 Examination of Abigail Hobbs [5]

What would he have you do?

Why, he would have me be a witch.

Would he have you make a covenant w'th him?

Yes.

And did you make a covenant with him?

Yes, I did, but I hope God will forgive me.

The Lord give you Repentance. You say you saw dogs, and many sorts of creatures.

I saw them at that time.

What were they like?

Like a cat.

What would the cat have you do?

She had a book and would have me put my hand to it.

And did you?

No, I did not.

Well, tell the truth, did you at any other time?

Yes, I did, that time at the Eastward.
PSD 2.2 Examination of Abigail Hobbs [5]

What other creatures did you see?

I saw things like men.

What did they say to you?

Why they said I had better put my hand to the Book.

You did put your hand to the book you say?

Yes, one time.

And what would they have you do then, would they have you worship them?

They would have me make a bargain for so long, and do what they would have me do.

And what would they then do for you?

They would give me fine clothes.

And did they?

No.

Are you not bid to hurt folks?

Yes.

What did you do to them when you hurt them?

I pinch't them.
How did you pinch them, do you goe in your own person to them?

No.

Doth the Devil go for you?

Yes.

And what doth he take, your spirit with him?

No. I am as well as at other times: but the Devil has my consent, and goes and hurts them.

Well, who are your companions?

Why I have seen Sarah Good once.

How many did you see?

I saw but two.

Did you know Sarah Good was a witch, when you saw her?

Yes.

How did you know it?

The Devil told me.

Who was the other you saw?

I do not remember her name.
What mark did you make in the Devil's book when you set your hand to it?

I made a mark.

Did you not hear of great hurt done here in the village?

Yes.

And were you never with them?

No, I was never with them.

But you know your shape appeared and hurt the people here.

Yes.

How did you know?

The Devil told me, if I gave consent, he would do it in my shape.

What shape did the Devil appear in then?

Like a black man with a hat.

Do not some creatures suck your body?

No.

Where do they come, to what parts, when they come to your body?

They do not come to my body, they come only in sight.
The Salem Witch Trials Summary – 1962 to 1963

The Salem witch hunt began in Salem Village and Salem Town in Massachusetts when Betty Parris (age 9) and Abigail Williams (age 11) began acting unusually. They screamed and barked, acted violently, reported sharp pains and pinching sensations, and contorted their bodies in fits or seizures. A doctor was called to examine the girls, and finding no physical reasons for this condition, he diagnosed their illness as bewitchment. More children began exhibiting similar behaviour. When questioned by magistrates Jonathan Corwin and John Hathorne, the girls accused three women of bewitching them: Tituba (the Parris’ Caribbean slave), Sarah Good (homeless), and Sarah Osborne (an elderly impoverished woman). The three accused witches were arrested, and under examination, Tituba confessed to being a witch and named others who were as well.

The girls continued to accuse people of witchcraft, including church-going, respectable townspeople. If the accused confessed to witchcraft, they could avoid the death penalty as long as they gave details to prosecutors about other witches and their crimes. It was almost impossible to prove innocence. The girls used “spectral evidence,” meaning they claimed the witches sent their spirits to torture them. The visions could only be seen by those who were tortured, so only their testimony was needed. Soon more “witches” started confessing and accusing others, and jails reached capacity.

Governor Phips created a new court to hear witchcraft cases of those who had been put in jail. Bridget Bishop was the first to be tried; she was found guilty and hanged. In total, twenty people were killed for witchcraft during the trials, and even more died waiting in jail. Over time, people began doubting how so many respectable people could be guilty. In 1963, Governor Philips made the Superior Court of Judicature, which excluded spectral evidence, and released the remaining prisoners. Close to 200 people were accused and jailed for witchcraft during the hunt.

References:


### Evidence Organizer – What Caused the Salem Witch Trials?

<table>
<thead>
<tr>
<th>Evidence</th>
<th>What is this piece of evidence? Describe it.</th>
<th>According to this piece of evidence, why did the people of Salem believe the girls’ accusations? Why did mass hysteria ensue?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
In 1692, Salem was divided into two distinct parts: Salem Town and Salem Village. Salem Village (also referred to as Salem Farms) was actually part of Salem Town but was set apart by its economy, class, and character. Residents of Salem Village were mostly poor farmers who made their living cultivating crops in the rocky terrain. Salem Town, on the other hand, was a prosperous port town at the center of trade with London. Most of those living in Salem Town were wealthy merchants.

For many years, Salem Village tried to gain independence from Salem Town. The town, which depended on the farmers for food, determined crop prices and collected taxes from the village. Despite the three-hour walk between the two communities, Salem Village did not have its own church and minister until 1674.

But there was also a division within Salem Village. Those who lived near Ipswich Road, close to the commerce of Salem Town, became merchants, such as blacksmiths, carpenters, and innkeepers. They prospered and supported the economic changes taking place. But many of the farmers who lived far from this prosperity believed the worldliness and affluence of Salem Town threatened their Puritan values. One of the main families to denounce the economic changes was the Putnams—a strong and influential force behind the witchcraft accusations.

Tensions became worse when Salem Village selected Reverend Samuel Parris as their new minister. Parris was a stern Puritan who denounced the worldly ways and economic prosperity of Salem Town as the influence of the Devil. His rhetoric further separated the two factions within Salem Village.
Church was the cornerstone of 17th century life in New England. Most people in Massachusetts were Puritans—colonists who had left England seeking religious tolerance. But the strict Puritan code was far from tolerant. It was against the law not to attend church—where men and women sat on opposite sides through long services. The Puritan lifestyle was restrained and rigid: People were expected to work hard and repress their emotions or opinions. Individual differences were frowned upon. Even the dark, somber Puritan dress was dictated by the church.

Since Puritans were expected to live by a rigid moral code, they believed that all sins—from sleeping in church to stealing food—should be punished. They also believed God would punish sinful behavior. When a neighbor would suffer misfortune, such as a sick child or a failed crop, Puritans saw it as God’s will and did not help.

Puritans also believed the Devil was as real as God. Everyone was faced with the struggle between the powers of good and evil, but Satan would select the weakest individuals—women, children, the insane—to carry out his work. Those who followed Satan were considered witches. Witchcraft was one of the greatest crimes a person could commit, punishable by death.

Children:

In 1692, children were expected to behave under the same strict code as the adults—doing chores, attending church services, and repressing individual differences. Any show of emotion, such as excitement, fear, or anger, was discouraged, and disobedience was severely punished. Children rarely played, as toys and games were scarce. Puritans saw these activities as sinful distractions.

But unlike young girls, boys had a few outlets for their imagination. They often worked as apprentices outside the home, practicing such skills as carpentry or crafts. Boys were also allowed to explore the outdoors, hunting and fishing. On the other hand, girls were expected to tend to the house, helping their mothers cook, wash, clean, and sew.

Many children learned to read, but most households owned only the Bible and other religious works—including a few that described evil spirits and witchcraft in great detail. There were a few books written for children, but these often warned against bad behavior and described the punishment that children would suffer for sinful acts.
[1] BLM 2.1 Salem Summary

[2] BLM 2.2 Evidence Organizer

http://law2.umkc.edu/faculty/projects/ftrials/salem/salemmap.HTM

[4] BLM 2.3 Salem Village vs. Salem Town

[5] PSD 2.2 Examination of Abigail Hobbs
http://salem.lib.virginia.edu/texts/tei/BoySal2R?div_id=n69

[6] BLM 2.4 Puritans in Salem
Lesson 3 of Social Justice Resource Pack:
A GLOBAL Perspective Part A

COURSE
World History since the Fifteenth Century, Grade 12 University Preparation CHY4U

OVERALL EXPECTATION
C2. Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1650 to 1789 and how various factors affected these relations.

SPECIFIC EXPECTATIONS
C2.2. analyse interrelationships between specific groups in various societies around the world during this period (e.g., between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, mandarins and local populations, different classes or castes).

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (e.g., the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnerships; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED
Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED
Ethical Dimensions

TITLE OF STORY: TAIFA (meaning “land” in Swahili)

OVERVIEW
Throughout this exercise, students will develop an introductory understanding of colonialism in Africa. Students will learn how Europe’s colonialist history impacted Africa, and still does today. This lesson is a simulation that models the “resource curse”, and allows students to see how European powers controlled and exploited African resources and people. They will participate in this activity without the knowledge that they are acting as European powers. The
debrief and following lesson will focus on how this process affected African peoples, and still does today.

**LEARNING GOALS:**
Students will:
- Be able to understand how colonialism affected Africa
- Be able to understand the resource curse and dependency theory

**SUCCESS CRITERIA:**
I will be able to:
- Explain how the resource curse has affected Africa and still does today.
- Explain how the simulation reflects history.
- Ask critical questions about maps and explain their importance.

**APPENDICES:**
1. Map of Africa 1788 (PSD 3.1) [1]
2. Map of Africa 2016 (PSD 3.2) [2]
3. TAIFA Map (BLM 3.1) [3]
4. TAIFA Profile & Tracking Sheet (BLM 3.2) [4]
5. TAIFA Event Cards (BLM 3.3) [5]

**TIME**
This lesson will take approximately 75-minutes.
- 40 minute simulation
- 10 minute reflection
- 20 minute debrief
- Optional 5 minute video clip for context (depending on placement of lesson)

**PREPARATION**
PRINT - The teacher should print enough for each group
- BLM 3.1 TAIFA Map
- BLM 3.2 Profile and Tracking Sheet
- BLM 3.3 Event Cards
- PSD 3.1 Map of Africa 1788
- PSD 3.2 Map of Africa 2016

PREPARE - Projector to show TAIFA map, PSD 3.1, 3.2 & 3.3 at front of class

**A. DIRECTIONS**

Step 1: Warm-up and Discussion (3 minutes)
- Invite students to look up the Swahili word “taifa” and see if they can find it’s meaning.
- If not, explain that “taifa” means nation/race/territorial/country in English.
- Tell students to keep this word in mind during this lesson.

**Step 2: Modeling (2 minutes)**
Students should be separated into groups, allowing for 6 teams to be represented. The classroom teacher will take on role of the moderator.

Distribute a TAIFA Map (BLM 3.1) and a Profile & Tracking Sheet (BLM 3.2) per group.

Start the class by allowing students 5-10 minutes to come up with a team name and review their Profile & Tracking Sheet (BLM 3.2). They should evaluate what resources they will prioritize on the board, and brainstorm a strategy. *Note: Students should prioritize the resources valued highest on their Profile & Tracking Sheet.*

**Step 3: Guided Practice (40 minutes)**
After randomly deciding which group will start, each group will "draft" a territory, by referencing the number of that territory, as labeled on the TAIFA Map. I.e. Team 1 drafts territory #50, Team 2 drafts territory #17, etc. One round (simulated as a decade) is completed once every team has drafted a territory. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft, and so on.

Before students add the resources they accumulated from that territory to their Profile & Tracking Sheet, the moderator/teacher should pull an Event Card (BLM 3.3; explained below and attached). The cards will impact one, some, or all teams in some capacity.

Students will add up their resources earned and take into account the implications of the Event Card in their Profile & Tracking Sheet.

Continue to repeat. Groups will continue to take turns “drafting” territories until territories run out or for 5 rounds. The teacher should continue to pull an Event Card after each round is complete (simulated as a decade).

**Event Cards (See BLM 3.3):**
*Choose ONE card in between each round in this order:*

1) **Civil Strife Card:** Cards will announce local conflict that will result in a lost turn and the opportunity to draft a territory.
2) **Battle or Truce Card:** Two teams will be given the choice of battling for each other’s territories or coming to a truce. If you lose a battle, you lose that territory for the entire remainder of the simulation.
3) **Resource Card:** Cards will announce the increase or decrease in a territory’s resources or value of resources that will usually result in a lost turn.

Students will add up total resources earned throughout the game and add their bonus points (listed below). The team with the most points wins.

**Bonus Points (See BLM 3.2):**
*Add bonus points AFTER all rounds are completed:*

a) A mountain range: 80 points
b) A river or lake: 100 points  
c) A neighbouring territory (border): 50 points  
d) A coast: 20 points

At the end of the activity, announce that the TAIFA map is actually the map of Africa (flip map upside down) and they simulated the colonization of Africa and exploitation of the continents resources.

**Step 4: Independent Practice (10 minutes)**  
Ask students to write a short response about this activity. Get them to reflect upon how they feel after realizing they were in the role of a colonizer.

**Step 5: Sharing/ Discussing / Debrief (20 minutes)**  
Provide historical context and perspectives with the following debrief activity.

**Debrief Questions:**
1. What was the most difficult part of this exercise?  
2. What strategies did you and your team use to accumulate resources and territories?  
3. Why do you think different resources were valued higher for specific teams?  
4. Why do you think every round was marked by a year?  
5. Why do you think you got bonus points for mountains, coastlines, neighbours, and lakes/rivers? How could these landmarks affect a country?  
6. How has your understanding of colonialism changed? How about your perception of Africa?  
7. Colonization was framed as a “deed” that European powers took on to "civilize" Africa. Clearly, this simulation shows the true intentions of these powers and the consequences that followed. Do you think these colonialisist attitudes still exist today? (Ethical Dimensions)  
8. Why do you think TAIFA was chosen as the name of the game?

**Taking it Further (Optional):**
1. History of Colonialism (Optional video clip on Scramble for Africa, discussed in next unit): [https://www.youtube.com/watch?v=Pis5f085P3M](https://www.youtube.com/watch?v=Pis5f085P3M)  
2. Film on neocolonialism: [www.povertyinc.org](http://www.povertyinc.org)

**ASSESSMENT**
- Assessment OF Learning:  
  ○ MAPS Analysis (See BLM 3.4):  
  ○ At this point in the year, students are familiar with analyzing primary sources. The next lesson (Part B) will give students the opportunity to analyze more primary sources in a group setting. However, this particular assignment (BLM 3.4) is to be completed individually with any remaining class time, or for homework.

**B. APPENDICES**
This map includes European names for parts of the West African coast where people were captured and held for the slave trade. Map by Willem Janszoon Blaeu; Courtesy of the Historic
Maps Division, Department of Rare Books and Special Collections, Princeton University Library.

**PSD 3.2 Map of Africa 2016 [2]**
BLM 3.4: Homework Assignment Questions [3]:
Use the maps (PSD 3.1 & 3.2) to answer the following questions:
Map of Africa, 1644:
1. Describe what you see. What do you notice first?
2. What graphical elements do you see? What on the map looks strange or unfamiliar?
3. Describe anything that looks like it does not belong on a map.
4. What place or places does the map show? What, if any, words do you see?
5. Why do you think this map was made? Who do you think the audience was for this map?
6. How do you think this map was made? How does it compare to current maps of this place?
7. What does this map tell you about what the people who made it knew and what they didn’t?

Map of Africa, Present day:
1. Compare and contrast the two maps of Africa. What has changed overtime? What has remained the same?
2. Why are maps an important source to examine when studying history?
3. What are the "dependency theory" and the "resource curse"? How do you think these terms affected Africa? How do these terms relate back to our TAIFA game.

[1] Map of Africa 1788 (PSD 3.1)
[3] TAIFA Homework Assignment Questions (BLM 3.4)
[4] TAIFA Map (BLM 3.1)
[5] TAIFA Profile & Tracking Sheet (BLM 3.2)
[6] TAIFA Event Cards (BLM 3.3)
<table>
<thead>
<tr>
<th>Team 1 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mountain</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timber</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 2 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 3 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 4 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mountain</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timber</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 5 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Team 6 Name</th>
<th>Resource</th>
<th>Coins</th>
<th>ROUND</th>
<th>BONUS</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL PER TURN</th>
<th>Coins</th>
<th>Rounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1650</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1700</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1725</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1775</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rules and Profile
Rules

1. Come up with a team name.

2. Take turns drafting your first territory on the TAIFA map. E.g. Team 1 drafts territory #50, Team 2 drafts territory #17, etc.

3. One round (simulated by a year) is completed once every team has drafted a territory. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your teams cumulative (past rounds + new round) resources and take into account the implications of the Event Card. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below). The team with the most points wins.

Profile:

i) Your most desired resources are oil and timber.

ii) You earn a bonus of 100 coins if you have the largest empire.

iii) You earn a bonus of 50 coins if you control the most waterways on the map.

(Your most desired resources are oil and timber.)
<table>
<thead>
<tr>
<th>Resource</th>
<th>Coins</th>
<th>TOTAL PER TURN</th>
<th>FINAL TOTALS</th>
<th>AFTER</th>
<th>BONUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers/Lakes</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borders</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coast</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain</td>
<td>80</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLM 3.2: TAIFA (Tracking Sheet)

Team 2 Name:

TOTAL of all previous column totals
5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below). The team with the most points wins.

Profile:

i) Your most desired resources are ivory and coffee.

ii) You earn a bonus of 50 coins if you have the largest empire.

iii) You earn a bonus of 100 coins if you control the most waterways on the map.

Your most desired resources are ivory and coffee.
<table>
<thead>
<tr>
<th>Team 3 Name:</th>
<th>Resource</th>
<th>Coins</th>
<th>Running Totals</th>
<th>Total Per Turn</th>
<th>After Rounds</th>
<th>BONUS</th>
<th>Final Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oil</td>
<td>20</td>
<td>1650</td>
<td>1675</td>
<td>1700</td>
<td>1725</td>
<td>1750</td>
</tr>
<tr>
<td></td>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Landmarks:**
- Rivers/lakes: 100
- Borders: 50
- Coast: 20
- Mountain: 80

**BLM 3.2: TAIFA (Tracking Sheet)**

<table>
<thead>
<tr>
<th>TOTAL PER TURN</th>
<th>Running Totals</th>
<th>Total Per Turn</th>
<th>After Rounds</th>
<th>BONUS</th>
<th>Final Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Profile:
i) Your most desired resources are diamonds and gold.
ii) You earn a bonus of 100 points if you have access to 2 or more mountain ranges.
iii) You earn a bonus of 50 points if you have over half of your territories have diamonds or gold.

Rules:
4. Before students add the resources they accumulated from their territories to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.
5. Add up your team’s cumulative (past rounds + new round) resources and take into account the implications of the Event Card.
6. Repeat #2-4 for ten rounds.
7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below).

The team with the most points wins.
<table>
<thead>
<tr>
<th>Team 4 Name:</th>
<th>BLM 3.2: TAIPE (Tracking Sheet)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resource</th>
<th>Coins</th>
<th>Landmarks</th>
<th>Rounds</th>
<th>After...</th>
<th>BONUS</th>
<th>Coins</th>
<th>TOTALS</th>
<th>Final TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td>10</td>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory</td>
<td>5</td>
<td></td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL PER TURN

RUNNING TOTALS (Sum of all previous column totals)
Rules

Profile:
- Your most desired resources are oil and diamonds.
- You earn an extra 50 points if you draft an island.
- You earn an extra 100 points if over half of your territories are coastal.

4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below).

8. The team with the most points wins.

1. Come up with a team name.

2. Take turns drafting your first territory on the TAIFA map. I.e. Team 1 drafts territory #50, Team 2 drafts territory #17, etc.

3. One round (simulated by a year) is completed once every team has drafted a territory. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below).

8. The team with the most points wins.

1. Come up with a team name.

2. Take turns drafting your first territory on the TAIFA map. I.e. Team 1 drafts territory #50, Team 2 drafts territory #17, etc.

3. One round (simulated by a year) is completed once every team has drafted a territory. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below).

8. The team with the most points wins.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Coins</th>
<th>TOTAL PER TURN</th>
<th>Running Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers/Lakes</td>
<td>00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Borders</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coast</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mountain</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Coins</td>
<td>Final Totals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1650</td>
<td>1675</td>
<td>1700</td>
</tr>
<tr>
<td></td>
<td>1725</td>
<td>1750</td>
<td>1775</td>
</tr>
</tbody>
</table>

BLM 3.2: TAIYA (Tracking Sheet)
Profile:

i) Your most desired resources are diamonds and gold.

ii) You earn a bonus of 50 points if you have access to 2 or more mountain ranges.

iii) You earn a bonus of 100 points if you have over half of your territories have diamonds or gold.

Rules:

4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

6. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below). The team with the most points wins.
<table>
<thead>
<tr>
<th>Landmarks</th>
<th>Coins</th>
<th>BLN 3:2: TAIFA (Tracking Sheet)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rivers/Lakes</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Borders</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Coast</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mountain</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FINAL TOTALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rounds After</td>
<td></td>
<td></td>
</tr>
<tr>
<td>column totals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Sum of all previous column totals)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resource</th>
<th>Coins</th>
<th>1650</th>
<th>1675</th>
<th>1700</th>
<th>1725</th>
<th>1750</th>
<th>1775</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gold</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diamond</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timber</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oil</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rules and Profile:

i) Your most desired resources are oil and timber.

ii) You earn a bonus of 100 coins if you have the largest empire.

iii) You earn a bonus of 50 coins if you control the most waterways on the map.

Rules and Profile:
4. Before students add the resources they accumulated from that territory to their tracking sheet, the moderator/teacher should pull an Event Card. The cards will impact one, some, or all teams in some capacity.

5. Add up your team's cumulative (past rounds + new round) resources and take into account the implications of the Event Card.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below). The team with the most points wins.

1. Come up with a team name.

2. Take turns drafting your first territory on the TAIFA map. I.e. Team 1 drafts territory #50, Team 2 drafts territory #7, etc.

3. Once a round (simulated by a year) is completed, every team has drafted a territory. Each round should not be more than 5 minutes. Once Team 1 drafts, Team 2 has 30 seconds to draft theirs, and so on.

4. Once a round is completed, every team has drafted a territory. Each round should not be more than 5 minutes.

5. Once a round is completed, every team has drafted a territory. Each round should not be more than 5 minutes.

6. Repeat #2-4 for ten rounds.

7. Once all rounds are complete, add up the total resources earned throughout the game and add bonus points (listed below). The team with the most points wins.
<table>
<thead>
<tr>
<th>BATTLE OR TRUCE?</th>
<th>CIVIL STRIFE!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams 1 and 2 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td>Rebel groups make their way through territories 1-9. Teams will miss their turn dealing with the corruption and violence.</td>
</tr>
<tr>
<td>Teams 4 and 6 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td>Guerrilla warfare occurs in territories 10-19. Teams occupying these territories will miss their turn dealing with the corruption and violence.</td>
</tr>
<tr>
<td>Team 3 and 4 go to war. Either come to a truce or go to battle. If you chose to battle, flip a coin. Whoever loses will give up any territory of the winning team's choosing.</td>
<td>Guerrilla warfare occurs in territories 20-29. Teams occupying these territories will miss their turn dealing with the corruption and violence.</td>
</tr>
<tr>
<td>Team 5 and 6 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses will give up any territory the winning team chooses.</td>
<td>Rebel groups make their way through territories 30-39. Teams will miss their turn dealing with the corruption and violence.</td>
</tr>
<tr>
<td>Team 2 and 5 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td></td>
</tr>
<tr>
<td>Team 2 and 6 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td></td>
</tr>
<tr>
<td>Team 3 and 5 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td></td>
</tr>
<tr>
<td>Teams 1 and 3 go to war. Either decide on a truce or go to battle. If you chose to battle, flip a coin. Whoever loses gives up any territory the winning team chooses.</td>
<td></td>
</tr>
</tbody>
</table>
CIVIL STRIFE!
Rebel groups make their way through territories #40-49. Teams will miss their turn this round dealing with the corruption and violence.

CIVIL STRIFE!
Rebel groups make their way through territories #50 or higher. Teams will miss their turn this round dealing with the corruption and violence.

CIVIL STRIFE!
Two ethnic groups go to war in Team 3’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 5’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 6’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 2’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 1’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 4’s newest territory. You lose the territory and miss your next turn due to the repercussions. The territory is now available for others to occupy.

CIVIL STRIFE!
Two ethnic groups go to war in Team 26. The territory is now declared independent. No team can choose this region.

RESOURCE CURSE!
There was an oversupply of diamonds. Any team that discovered diamonds (new territory) this past turn, misses their next turn.

RESOURCE CURSE!
There was an oversupply of gold. Any team that discovered gold (new territory) this past turn, misses their next turn.

RESOURCE CURSE!
There was an oversupply of ivory. Any team that discovered ivory (new territory) this past turn, misses their next turn.

RESOURCE CURSE!
There was an oversupply of timber. Any team that discovered timber (new territory) this past turn, misses their next turn.

RESOURCE CURSE!
There was an oversupply of coffee. Any team that discovered coffee (new territory) this past turn, misses their next turn.

RESOURCE CURSE!
Waterways are shut off. Resources are cut off to all regions that are connected to a waterway for one turn.
Civil war breaks out and territory #38 is declared independent. No team can choose this region.

Civil war breaks out and territory #16 is declared independent. No team can choose this region.

Civil war breaks out and territory #42 is declared independent. No team can choose this region.

Civil war breaks out and territory #8 is declared independent. No team can choose this region.

Civil war breaks out and territory #50 is declared independent. No team can choose this region.

Civil war breaks out and territory #14 is declared independent. No team can choose this region.
COURSE
World History since the Fifteenth Century, Grade 12 University Preparation CHY4U (pg. 390)

OVERALL EXPECTATION
C2. Communities, Conflict, and Cooperation: analyse interactions between different groups in various regions of the world from 1650 to 1789 and how various forces/factors affected these interactions

SPECIFIC EXPECTATIONS
C2.2. analyse interrelationships between specific groups in various societies around the world during this period (e.g., between slaves and masters, serfs and lords, apprentices and employers, monarchs and subjects, colonizers and colonized peoples, soldiers and commanders, patriarchs and their family, nobility and royalty, daimyos and shoguns, mandarins and local populations, different classes or castes).

C2.5 analyse the impact of exploration and colonization on colonizers and indigenous peoples during this period (e.g., the economic, social, and environmental impact of the exploitation of colonial resources; the threat of assimilation and loss of traditional culture; economic partnerships; loss of land and/or economic control among colonized people; conversion and loss of traditional religious/spiritual practices; resistance to colonial incursions; war, including civil war; death from new diseases; the impact of racism and discrimination)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED
Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED
Evidence and Ethical Dimensions

TITLE OF STORY: Primary Source Investigation - Slave Narratives

OVERVIEW
In the previous lesson (PART A), students participated in a simulation that explained how Africa’s resources were exploited by European powers. In this lesson (PART B) students will learn about how African people’s were also exploited as slaves. PART A’s lesson ended with a brief primary source analysis of the map of Africa and the importance of maps in historical
research. In this lesson, students will be exposed to multiple primary sources and work together to find their historical significance.

LEARNING GOALS
Students will:

- Be able to analyze a primary source document for context, historical accuracy and cultural influences
- Be able to understand the circumstances of the collection of primary sources and how those circumstances may have affected the information given.
- Be able to identify attitudes and emotions of the formerly enslaved people held (empathy based learning).

SUCCESS CRITERIA
I will be able to:

- Identify the historical significance of each primary source
- Explain the context each source is embedded in (what we already know).
- Able to ask critical questions about the source (what we want to know).

APPENDICES
1. Slave Ship Captain (Modified) (PSD 4.1) [1]
2. Slave Ship Doctor (Modified) (PSD 4.2) [2]
3. Slave Ship Diagram (PSD 4.3) [3]
4. Autobiography of a Former Slave (Modified) (PSD 4.4) [4]
5. Primary Source Investigation Worksheet (BLM 4.1) [5]

TIME
This lesson will take approximately 75 minutes.

PREPARATION
PRINT - PSD 4.1 - 4.4 and one BSM 4.1 per group
PROVIDE - each group with one device (if possible)

A. DIRECTIONS
Step 1: Warm up and Modeling (10 minutes)
As the teacher, start the class by asking what we learned yesterday about colonialism. Next, take up PSD 3.4 from the previous lesson (PART A) to model primary source analysis.. This exercise will get students to start thinking about Historical Inquiry and how to analyze primary sources from a specific time period.
Step 2: Guided Practice (60 minutes)
Separate the class into 4-6 groups of historians (no more than 5 students per group). Distribute one primary source to each group (See PSD 4.1 - 4.4) and one Primary Source Investigation Worksheet (See BLM 4.1).

Give students a chance to assign each group member a role (roles will alternate every turn):
   a) Note Taker (fills in chart)
   b) Reader (reads document aloud)
   c) Researcher (provides group with context)
   d) Inquisitor (in charge of asking as many questions as possible about each document)
   e) Meaning Maker (in charge of finding the historical significance - why was this document created? What does the document tell us about the author and the time period in which it was created?)

Begin circulating sources. Each group will have 15 minutes with each source/ During this time, they are to complete each section of the Primary Source Investigation Worksheet.

Step 3: Sharing, Discussing, Teaching (5 minutes)
After this hour of primary source analysis, allow each group to take 5 minutes to explain the Historical significance of the last source they investigated in the class.

ASSESSMENT

- **Assessment AS Learning**: Context is extremely important when looking at historical significance. Ask students to take ONE question they wrote on their Primary Source Investigation Worksheet that really interested them, and ask them to write down how they would find the answer to that question. Invite them to test their ideas and see if they can find answers to their question for homework.

**Taking it Further (Optional):**
- Found Voices Slave narratives (Youtube)
  [https://www.youtube.com/watch?v=t3Fk9pqybCA](https://www.youtube.com/watch?v=t3Fk9pqybCA)
- Slaves and the Making of America (PBS)
- Written document analysis worksheet
- History of Slavery Crash Course with John Green
  [https://www.youtube.com/watch?v=dnV_MTFEGIY](https://www.youtube.com/watch?v=dnV_MTFEGIY)
The Wretched of the Earth
https://www.amazon.ca/Wretched-Earth-Frantz-Fanon/dp/0802141323
Abina and the Important Men
  ○ This graphic novel is very powerful and comes with many teacher resources and
discussion questions. Would be an effective book report.

B. APPENDICES

[1] PSD 4.1: Slave Ship Captain (Modified)

Captain Thomas Phillips transported slaves from Africa to Barbados on the ship Hannibal in 1693. The ship left the African island of São Tomé on August 25th and arrived in Barbados on November 4th. The Royal African Company of London funded the trip. This is an excerpt from his journal about the voyage.

There happened such sickening and mortality among my poor men and Negroes. Of the first we buried 14, and of the last 320, which was a great detriment to our voyage, the Royal African Company losing ten pounds by every slave that died. . . .

The distemper which my men as well as the blacks mostly died of was the white flux. . . . The Negroes are so vulnerable to the small-pox that few ships that carry them escape without it, and sometimes it makes vast havoc and destruction among them. But though we had 100 at a time sick of it . . . we lost not above a dozen by it. . . .

But what the smallpox spared, the flux swept off, to our great regret, after all our pains and care to give [the slaves] their messes, . . . keeping their lodgings as clean and sweet as possible, and enduring so much misery and stench so long among creatures nastier than swine, only to be defeated by their mortality. . . .

No gold-finders can endure so much noisome slavery as they do who carry Negroes. . . . We endure twice
the misery; and yet by their mortality our voyages are ruined.


[2] PSD 4.2: Slave Ship Doctor (Modified)
Alexander Falconbridge served as a doctor (known as the surgeon on ships) on British slave ships during the 1780s. He later wrote a book, An Account of the Slave Trade on the Coast of Africa, about his experiences. The book became popular among abolitionists and he later worked with the Anti-Slavery Society. These are excerpts from his book.

The men negroes, on being brought aboard the ship, are immediately fastened together, two and two, by hand-cuffs on their wrists, and by irons riveted on their legs. They are then sent down between the decks . . . They are frequently stowed so close, they can only lie on their sides. . . .

In each of the apartments are placed three or four large buckets [for human waste]. . . . It often happens, that those who are placed at a distance from the buckets . . . tumble over their companions because they are shackled. . . . In this distressed situation . . . they give up and relieve themselves as they lie. . . .

Their food is served up to them in tubs, about the size of a small water bucket. They are placed around these tubs in companies of ten . . . If negroes refused to take sustenance, I have seen coals of fire, glowing hot, put on a shovel, and placed so near their lips, as to scorch and burn them. . . .

The hardships and inconveniences suffered by the negroes during the passage, are hard to describe. . . . The exclusion of the fresh air is among the least tolerable. . . . The floor of their rooms was so covered with blood and mucus because of the flux, that it resembled a slaughter-house. It is not in the power of the human imagination to picture to itself a situation more dreadful or disgusting.

The surgeons employed in the Guinea trade, are generally driven to engage in so disagreeable a job by their financial situations.

Source: Alexander Falconbridge, An Account of the Slave Trade on the Coast of Africa, 1788.

This is part of a diagram depicting the British slave ship Brookes after the passage of the Regulated Slave Trade Act of 1788. This law, which sought to improve conditions on slave ships, was passed in response to rising opposition to the slave trade in England. This document depicts how many slaves could be placed on this ship. With 6’ by 1’4” allowed for each man, 5’10” by 1’4” allowed for each woman, and 5’ by 1’2” allowed for each boy, the ship could hold 454 slaves. Before Britain began regulating the slave trade, the ship reportedly carried as many as 609 slaves.

Source: “Stowage of the slave ship ‘Brookes’ under the Regulated Slave Trade Act of 1788.”

Olaudah Equiano was born in West Africa. As a young boy, he was kidnapped by an African tribe and sold to European slave traders, who took him to Virginia. He eventually purchased his freedom and moved to England, where he became active in the abolition movement. He later wrote an autobiography describing his experiences as a slave. Recently, a historian located evidence indicating that Equiano was actually born in South Carolina. However, other historians maintain that there is strong evidence corroborating Equiano’s account. Moreover, this is one of the only accounts of the Middle passage from the perspective of a slave. These are excerpts from Equiano’s autobiography.

I was soon put down under the decks, and there I received such a smell in my nostrils as I had never experienced in my life: so that, with the loathsomeness of the stench, and crying together, I became so sick and low that I was not able to eat, nor had I the least desire to taste any thing. I now wished for the last friend, death, to relieve me; but soon, to my grief, two of the white men offered me food; and, on my refusing to eat, one of them held me fast by the hands, and laid me across I think the windlass, and tied my feet, while the other flogged me severely. I had never experienced anything of this kind before.

The crew used to watch us very closely who were not chained down to the decks, in case we would leap into the water: and I have seen some of these poor African prisoners most severely cut for attempting to do so, and hourly whipped for not eating. This indeed was often the case with myself.

I feared I should be put to death, the white people looked and acted, as I thought, in so savage a manner; for I had never seen among any people such instances of brutal cruelty; and this not only shown towards us blacks, but also to some of the whites themselves. One white man in particular I saw, when we were permitted to be on deck, flogged so unmercifully with a large rope near the foremast, that he died... and they tossed him over the side. This made me fear these people the more.

Source: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, Or Gustavus Vassa, the African, 1789.
<table>
<thead>
<tr>
<th>WHEN was this created/written?</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO is the author/creator?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT type of document is this?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List 2 things the author said that you think are important or stood out to you</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHY do you think this document was written? List any evidence from the document.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT has this document revealed to you about this time period? (Historical significance)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write one question you have that was left unanswered by the document</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[1] Slave Ship Captain (Modified) (PSD 4.1)
[2] Slave Ship Doctor (Modified) (PSD 4.2)
[3] Slave Ship Diagram (PSD 4.3)
[5] Primary Source Investigation Worksheet (BLM 4.1)