

Somali Ethnic Studies Lesson 7.1, Unit 1

The Colonization of Somalia and Its Impact

Grade Level: 9-12

Subjects: History / Geography / Ethnic Studies / English Language Arts

Duration: 2 Days (50 minutes each)

Essential Question: In what ways did the colonization of Somalia by European and regional powers influence its territorial divisions and cultural identity, and have long-term effects on the nation?

Learning Objectives:

1. Students will analyze the historical context of Somalia's colonization by identifying key European and regional powers involved and their motivations for seizing Somali territories.
2. Students will be able to evaluate the consequences of the colonial partition of Somalia by discussing the social, political, and economic impacts on the Somali population resulting from territorial divisions.
3. Students will explore how colonization has shaped the cultural identity of the Somali people and their diaspora, considering factors such as migration, adaptation, and the preservation of cultural heritage.
4. Students will engage in critical discussions about the legacy of colonialism and historical injustices by reflecting on contemporary issues faced by Somali communities in Minnesota and beyond.

Standards

- **Ethnic Studies**

Identity: Analyze the ways power and language construct the social identities of race, religion, geography, ethnicity, and gender. Apply these understandings to one's own social identities and other groups living in Minnesota, centering those whose stories and histories have been marginalized, erased, or ignored.

Benchmark: Examine the impact of U.S. imperialism and foreign policy on immigration patterns. **(9.5.23.5)**

- **Geography**

Human Systems: Analyze patterns of movement and interconnectedness within and between cultural, economic and political systems from a local to a global scale.

Benchmark: Analyze the impact of colonialism, from multiple perspectives, on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them. **(9.3.15.8)**

- **History**

Historical Perspectives: Identify diverse points of view, and describe how one’s frame of reference influences historical perspectives.

Benchmark: World History Era 5: Revolutions, Empires, and Nations (1750-1900) – Examine different perspectives about revolutions, imperialism and nation-building, including in Latin America/Caribbean, Asia, and Africa. **(9.4.19.5)**

- **English/Language Arts**

Writing: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.

Benchmark: Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation. **(9.2.7.1)**

Materials:

- [\(Blank\) Maps of Somalia’s Colonial Past](#) for student presentations.
- [Lesson’s slides.](#)

Day 1, Lesson 7.1: Understanding Somalia’s Colonization

Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
10 mins. DOK 3	<p>Warm-Up (“Ignite”)</p> <ul style="list-style-type: none"> • Discussion Prompt: What were the motivations behind European colonization of countries in Africa, Asia, and the Americas? • Activity: Watch the video on the Scramble for Africa: Scramble for Africa Video. • Follow-Up Questions: <ul style="list-style-type: none"> ○ What themes emerged from the video regarding European motivations? (e.g., <i>Ethnocentrism, greed, racism, etc.</i>) 	<p>Slide #1</p> <p>Slide #2-#3</p> <p>Slide #2 with embedded 2.5-min. video:</p>

	<ul style="list-style-type: none"> How do these motivations relate to the colonization of Somalia? 	Scramble for Africa Video
5 mins.	<p>Essential Question & Learning Targets</p> <p>Read aloud the essential question: In what ways did the colonization of Somalia by European and regional powers influence its territorial divisions, and cultural identity, and have long-term effects on the nation?</p> <p>Have student read aloud learning targets:</p> <ol style="list-style-type: none"> I can analyze the historical context of Somalia's colonization by identifying key European and regional powers involved and their motivations for seizing Somali territories. I can evaluate the consequences of the colonial partition of Somalia by discussing the social, political, and economic impacts on the Somali population resulting from territorial divisions. I can explore how colonization has shaped the cultural identity of the Somali people and their diaspora, considering factors such as migration, adaptation, and the preservation of cultural heritage. I can engage in critical discussions about the legacy of colonialism and historical injustices by reflecting on contemporary issues faced by Somali communities in Minnesota and beyond. <p><i>(Note that this last target will happen during the following class session.)</i></p>	<p>Slide #3</p> <p>Slide #4</p>
15 mins. DOK 3	<p>Early Colonization of Somalia (“Chunk”)</p> <p>Presentation:</p> <ul style="list-style-type: none"> Remind students of the political cartoon showing Africa dug out, and coins piled on top of America and Europe. Given the “Ignite” question, ask students what they think about how Somalia became a battleground for European imperialism in the late 18th century. 	Slide #5

	<ul style="list-style-type: none"> ○ Discuss the roles of England, France, Italy, Ethiopia, and Egypt in seizing Somali territories, emphasizing Egypt's early involvement in 1875. 	
20 mins.	<p>Group Activity of Colonial Partition of Somalia and its Consequences (“Chew”)</p> <ul style="list-style-type: none"> ○ In small groups, have students research one of the countries involved in the colonization and present a brief overview of its interests in Somalia. <ul style="list-style-type: none"> ○ Provide maps for students to color-code the different territories and label significant locations. ○ Describe the division of Somalia into five territories: <ul style="list-style-type: none"> ■ British Somaliland ■ Italian Somaliland ■ French Somaliland ■ Ogaden Region ■ Northern Frontier District (NFD) <p>Have students share their findings.</p> <ul style="list-style-type: none"> ● Highlight the independence dates (June 26, 1960, and July 1, 1960), as well as the formation of Somalia. ● Discuss the implications of territorial divisions, including the long-term conflicts that arose from the partition, such as the Shifita War and the Ogaden War. (See <i>educator notes with Slide #8</i>). 	<p>Slide #6</p> <p>Differentiation by roles within groups according to student strengths.</p> <p>Slides #7-#8</p>
DOK 4		
5 mins.	<p>Somalia in the 21st Century (“Review”)</p> <ul style="list-style-type: none"> ● Have students read the article: “Why Did Somalis Locate Here?” (on the Somali migration to Minnesota) and write a response discussing whether they agree or disagree with the points made in the article. ● Prepare for Sharing: Students will share their thoughts with the group on Day 2. 	
DOK 4		
	(This can also become a homework assignment if students do not have time to finish during class.)	

Self- and Teacher Assessment: [SEL Rubric](#)

Note: *Ensure that you and/or the students have secured a Somali native to serve as the guest speaker for the following session on consequences of colonization.*

Lesson 7.2, Day 2: Guest Speaker and Reflection

Materials:

- [Slide Deck for lesson](#)
- Comfortable chair and water for guest.
- [T-Charts](#) for student note-taking (if speaker is also to be included in booklet.)

Note: “DOK” throughout refers to Dept of Knowledge questions (Level 1: recall; Level 2: skills and concepts; Level 3: strategic thinking; Level 4: extended thinking)

Estimated Time	Content	Materials
15 mins. DOK 2	<p>Review and Group Sharing (“Ignite”)</p> <ul style="list-style-type: none"> ○ In small groups, students share their responses to the homework assignment reading and reviewing the article about Somalis in Minnesota, “Why Did Somalis Locate Here?” focusing on their perspectives about the article. ○ As a whole class, have students identify key points of agreement or disagreement and discuss any new insights gained. 	Slide #10
25 mins.	<p>Introduce Guest on Colonization of Somalia (“Chunk”)</p> <ul style="list-style-type: none"> • Guest Speaker Topics: <ul style="list-style-type: none"> ○ The Cold War and its impact on the Somali civil war. ○ The proxy war between Ethiopia and Somalia. ○ U.S. and European intervention in Somalia. ○ Personal immigration story, challenges, and opportunities. • Q&A Session: <ul style="list-style-type: none"> ○ Allow time for students to ask questions related to the guest speaker’s experiences and how Somalia’s historical context has shaped current events. <p><i>Note: This person may also be a part of the Somali Community Leaders booklet the students are developing. If so, please make sure that students have generated questions ahead of time and are using their T-chart organizers to capture notes.</i></p>	T-charts for note-taking

	<i>Homework can then be writing up a summary of what they learned including at least one direct quote from the speaker.</i>	
10 mins. DOK 3 DOK 4 DOK 4	<p>Group Discussion (“Chew”)</p> <ul style="list-style-type: none"> ● Prompt: <ul style="list-style-type: none"> ○ Reflect on the guest speaker’s insights and how they connect to colonization and its legacy. ● Discuss: <ul style="list-style-type: none"> ○ How does understanding the historical context of Somalia help us understand current issues? ○ What are the implications of historical injustices on present-day Somali communities? ○ How can we relate the experiences of Somali immigrants to broader themes of migration and identity? 	Slide #11
5 mins.	<p>Exit Ticket (“Review”)</p> <p>Have students write up what they learned from the guest speaker, including at least one direct quote – for possible addition to Somali Community Leaders booklet.</p>	

Suggested Assessment: [“Do Your Part”](#) rubric.