

Somali Ethnic Studies Lesson 8, Unit 1

Somalia's Journey to Independence

Subject: History / Ethnic Studies

Grade Level: 9-12

Duration: 2 Days (50 minutes each day)

Learning Objectives

- Students will understand the historical context and events that led to Somali independence.
- Students will analyze the roles of key individuals and groups in the independence movement.
- Students will develop collaboration, research, and presentation skills through project-based learning.

Essential Questions

1. What were the key events that led to Somali independence?
2. How did the idea of "Greater Somalia" affect the new government?
3. What challenges did Somalia face after gaining independence?

Standard

- **Ethnic Studies**

Resistance: Describe how individuals and communities have fought for freedom and liberation against systemic and coordinated exercises of power locally and globally. Identify strategies or times that have resulted in lasting change. Organize with others to engage in activities that could further the rights and dignity of all.

Benchmark: Compare and contrast the liberation struggles of people in different regions of the world that have fought for self-determination, liberation, and the empowerment of disenfranchised and/or marginalized groups. **(9.5.24.1)**

Materials:

- Copies of/access to articles:

[Pan Somalism](#) (Note: Using AI, could be simplified to differentiate learning.)

[UN Trusteeship](#)

[New York Times: “SOMALI FREEDOM MOVED UP BY U. N.; Italian Trusteeship Will End July 1 -- Settlement on Boundary Is Studied”](#)

[Hawa Tako](#) (“Today in History 1948: Somalia popular freedom fighter Hawa-tako killed”)

[SYL](#) (Somali Youth League)

[Somalia 1960 to Present](#) (Note: This is a college-level summary)

[Somali Republic in 1960 test of democracy](#)

- [SEL Assessment Rubric](#) (copies for each student)
- Computers/tablets for student research
- Scrap paper

Lesson 8.1: Research and Development

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 1 DOK 3	<p>Introduction (“Ignite”) Share the Essential Questions with the students:</p> <ul style="list-style-type: none"> • What were the key events that led to Somali independence? • How did the idea of "Greater Somalia" affect the new government? • What challenges did Somalia face after gaining independence? <p>Then, have them write on their papers “rose, bud, and thorn” and come up with one of each regarding the Somalis readiness for independence. (What is one thing the Somalis had going for them? (the “rose”) What is one potential advantage they had – though not yet realized (the “bud”) What is one disadvantage they had (the thorn)?</p> <p>Have them TURN and TALK about these three areas, then share with the whole class.</p> <p>Show a short (5-minute) video clip that highlights key events.</p>	<p>Scrap paper</p> <p>Whiteboard, with “Rose, Bud, Thorn” written in 3 columns.</p> <p>Projector for sharing video.</p>
5 mins.	<p>Group Organization (“Chunk”)</p> <p>Divide students into small groups (4-5 students each), with an awareness of differing learning styles and abilities.</p>	<p>Differentiation by individual abilities and roles within groups.</p>

	<p>Assign each group an aspect of the content to develop a way to share during the following class period. This might be a short skit, slideshow, rap, poster, timeline, game, role–play, etc. Each group will have 5 minutes to share the following day.</p> <ol style="list-style-type: none"> 1. Role of the Italian Trusteeship Administration 2. Political Challenges Faced by the Somali Youth League (SYL) 3. Elections and Political Changes 4. The concept of Greater Somalia and its implications 	
25 mins.	<p>Research (“Chew”)</p> <ul style="list-style-type: none"> ● Provide access to online resources and handouts (See: materials list.) ● Each group researches its topic, focusing on key points and important figures. ● Groups create a brief outline or mind map of their findings. 	
10 mins.	<p>Discussion and Planning Groups share their outlines with the class to help build collective understanding.</p>	

Assessment: [SEL Rubric](#) (can be used formatively and/or summatively)

Lesson 8.2: Presentation and Reflection

Materials

- [Slide for Day #2](#)
- Access to research materials (textbooks, articles, the internet)
- Presentation materials (poster boards, markers, digital tools for PowerPoint)
- Projector for presentations (if using digital formats)
- Copies of [presentation rubric](#)

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
5 mins. DOK 2	<p>Introduction (“Ignite”)</p> <p>Share slide of Somali women on Somali liberation day, July 1, 1960. Ask students to answer the questions:</p> <ol style="list-style-type: none"> 1. What do you think is going on here? 2. What do you wonder? <p>Have students briefly share their ideas.</p>	<p>Slide #1</p>
15 mins.	<p>Presentation Preparation</p> <ul style="list-style-type: none"> ○ Ask groups to finalize their presentations, ensuring they have clear visuals and engaging content. ○ Make sure that everyone has a presentation role. ○ Remind them of the ways that they will be assessed, sharing the presentation rubric. 	<p>presentation rubric</p> <p>Presentation materials (poster boards, markers, digital tools)</p>
30 mins.	<p>Group Presentations (“Chunk” and “Chew”)</p> <ul style="list-style-type: none"> ○ Each group presents its topic to the class (about 5 minutes each). ○ Allow for a couple of minutes for Q&A after each presentation. (“Chew”) 	

<p>5 mins.</p> <p>DOK 4</p> <p>DOK 2</p> <p>DOK 3</p> <p>DOK 4</p> <p>DOK 4</p>	<p>Reflection and Class Discussion (“Review”)</p> <ul style="list-style-type: none"> ○ Facilitate a class discussion on what students learned about Somali independence, asking questions such as: <ul style="list-style-type: none"> What different perspectives might Somalis, the British, and Italians have about what transpired? What problems would you identify out of the period of time Somalia was considered a “trusteeship”? What assumptions was the United Nations making about Somalia at that time? How might the concept of "Greater Somalia" affect the new government? What challenges might be forthcoming after independence? 	
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Assessment: [Project/Presentation Rubric](#)