

Debunking The Dark Continent Myth

World History
Ms. Katz
Room 316

Name _____

Important Vocabulary

Classroom Vocabulary:

Formative Assessment:

Summative Assessment:

Content Vocabulary:

Claim:

Fact:

Primary Source:

Secondary Source:

Context:

Berlin Conference:

From *Written History as an Act of Faith* by Charles Beard

What, then, is this manifestation of omniscience called history? It is, as Croce says, contemporary thought about the past.

History as past actuality includes, to be sure, all that has been done, said, felt, and thought by human beings on this planet since humanity began its long career. **History as record** embraces the monuments, documents, and symbols which provide such knowledge as we have or can find respecting past actuality.

But it is **history as thought**, not as actuality, record, or specific knowledge, that is really meant when the term history is used in its widest and most general significance. It is thought about past actuality, instructed and delimited by history as record and knowledge - record and knowledge authenticated by criticism and ordered with the help of the scientific method.

What are the three types of history? (they are **bolded**) Describe each of them.

1.

2.

3.

... Every student of history knows that his colleagues have been influenced in the selection and ordering of materials by their biases, prejudices, beliefs, affectations, general upbringing, and experience, particularly social and economic...

... [E]very written history - of a village, town, county, state, nation, race, group, class, idea, or wide world - is a selection and arrangement of facts, or recorded fragments of past actuality.

4. What shapes the histories that historians write?

Facts, multitudinous and beyond calculation, are known, but they do not select themselves or force themselves automatically into any fixed scheme of arrangement in the mind of the history. They are selected and ordered by him as he thinks.

5. Who chooses what facts to include in history?

What do you know about Africa?

Draw an outline of the continent of Africa. Inside the outline of the continent write down the parts of African you think the image shows. If you do not think the image is Africa, don't write down anything.

Answer the questions below:

1. What is the geography and environment like in Africa?
2. What are the religions in Africa?
3. How is Africa modern?
4. What races of the people who live in Africa?

Quiz #1

Sections:

- I. Claim versus Fact with highlighting
Complete a short reading and some multiple choice questions where you have to show you know what a fact is versus a claim.
- II. History: True and False
True or False questions about What is History (and what it is not)
- III. Africa Mapping
 - a. Bantu homeland and migrations
 - b. Great Zimbabwe
 - c. Ghana
 - d. Timbuktu
 - e. Swahili City States
 - f. Indian Ocean
 - g. Atlantic Ocean
 - h. Sahara Desert
 - i. Indian Ocean Trade Routes
 - j. Tran-Saharan Trade Routes
 - k. Congo Rainforest
 - l. Monsoon Winds
 - m. India





Source: Candice Goucher, Charles LeGuin, Linda Walton, *In the Balance: Themes in Global History* (Boston: McGraw-Hill, 1998), selections from chapter 17, "The Tentacles of Empire: The New Imperialism and New Nationalism in Asia, Africa, and the Americas."

Pre Question: What is Europe?

The Berlin Conference

At the Berlin Conference in 1884-1885, European powers and the United States met to protect their "spheres of influence" (areas of special economic and political interests) and to establish ways for making new territorial claims. The "scramble for African" territory was underway.

1. *What date was the Berlin Conference?*
2. *What did European countries do at the Berlin Conference?*
3. *Was an African country present at the Berlin Conference?*

An earlier catalyst for the scramble for territories came from King Leopold II of Belgium (r. 1865-1909). Motivated by greed and ambition to expand the wealth and territory of his small European kingdom, Leopold undertook what he called a crusade to acquire the Congo Free State.

4. *Why did King Leopold take over the Congo Free State?*

The relatively swift imposition of European colonial rule in Africa following the Berlin Conference also needs to be understood against the backdrop of several centuries of the Atlantic slave trade, the rise of an African merchant class, and the penetration of merchant capital prior to 1900.

5. *How quickly did Europeans take over Africa?*

These forces undermined the earlier systems of authority on the continent and prevented African societies from dealing with the European presence in any unified way.

6. *Why were Europeans able to take over Africa without African resistance?*

European Imperialism and the Berlin Conference

Africa, which Europeans called the “dark continent” because its interior was still virtually unknown to them, was colonized by conquest from one end of the continent to the other.

The British spread southward from Egypt, where they had established themselves by 1875 and assumed a protectorate (controlling authority) by 1882, while they moved northward from Cape Colony in South Africa, which they had held since 1815.

A column of British claimed territories that stretched up the entire east coast of Africa was interrupted by German acquisition of East African territory in 1885.

7. *Why do Europeans call Africa the Dark Continent?*

8. *What did the British do in Africa?*

9. *How do Europeans benefit from the "Dark Continent" myth?*

DEFINE **CONTEXT**

10. What is the **CONTEXT** of the Dark Continent Myth?

From "*The Climate of Opinion*" by Robert Skotheim

Climate of opinion, like other similar phrases which are sometimes used such as the spirit of an age, refers to the fundamental assumptions and attitudes shared by significant elements of a population at a given time.

We may speak of the **climate of opinion** or the spirit of an age as a basic intellectual outlook which is shared by people in several nations over a span of centuries...

What does the **climate of opinion** have to do with the way a scholar writes history? From the mass of records left by the past, the historian selects and interprets data on the basis of what is meaningful and important to him.

In this process, he is reflecting his **climate of opinion**, for he studies the past from the perspective of the present. His sense of what is meaningful and important significantly derives from the climate of opinion in which he lives.

1. What are different and various components of history for this author? (for this author, what is history) **THERE ARE AT LEAST FOUR.**

2. What does **climate of opinion** mean?

3. Bottom Line: (what is the definition of history by the author?
- sum it up in 1 sentence)

4. What was the **climate of opinion** at the Berlin Conference?

| Parts of the Dark Continent Myth | Description of the part of the myth | Europeans said that Africans... |
|-------------------------------------|--|------------------------------------|
| Environmental | | |
| Missionary Religious | | |
| Modern | | |
| Racial | | |

The Myth of the "Dark Continent"

Focus Questions:

1. What is the myth of the "Dark Continent"?
2. How did the myth of the "Dark Continent" emerge?
3. How is this myth still active in the world we live in?

Historical Emergence of the "Dark Continent"

What conceptions about Africa are being promoted through these excerpts? Mark down conceptions as you read and analyze.

Through a poem:

William Blake's "Little Black Boy" (1757-1827)

"My mother bore me in the southern wild,
And I am black, but O! my soul is white;
White as an angel is the English child;
But I am black as if bereav'd of light."

Through explorers and their travel writings:

David Livingstone

"opening up to commerce and Christianity" and "children and savages" and "African was benighted" and Europeans as "bearer of the light".

"inured to bloodshed and murder, and care[d] for no god except being bewitched"

"the prospects for these dark regions are not bright."

"the African was a creature to be pitied, to be saved from slavery, and also to be saved from his own "darkness," his "savagery." ¹ (1898)

Henry M Stanley from *In Darkest Africa* or *Through the Dark Continent*²

"...I felt my heart suffused with purest gratitude to Him whose hand had protected us, and who had enabled us to pierce the Dark Continent from east to west, and to trace its mightiest river to its ocean bourne. (1878; 467)

Through image:

Examine the image on the board/passed out.

¹ In their books and essays on the Dark Continent, the Victorians demote all central African kings to "chiefs". (Brantlinger)

² *In Darkest Africa*, sold one hundred and fifty thousand copies in English, was frequently translated, and, according to one reviewer, "has been read more universally and with deeper interest than any other publication of." (Brantlinger)

1. Generalize the conceptions of Africa as evidence in the poems and quotations.

2. Do your conceptions match the conceptions from the poems, images and quotations?

Framework of "The Dark Continent"

| Conceptions of Africa | How does this contribute to the "Dark Continent" ideology? | Who benefits and loses from this conception? |
|---|--|--|
| Environmental "But the effect of Africa was too strong. Alec has seen many men lose their heads under the influence of that climate. The feelings of authority that seemed so little limited over a race that was manifestly inferior, the subtle magic of the hot sunshine, the vastness, the remoteness from civilization, were very apt to throw a man off his balance. (Maugham (English playwright) – 1874-1965) | | |
| Missionary "...the Christian faith has won converts from practically every tribe...Light did not immediately dispel darkness, nor of course, has it completely done so yet. (Light and Darkness in East Africa (missionary text), 1927) "The doors of this dark continent are wide open for the reception of Christianity and of righteousness government which alone shall drive away the darkness... (Lloyd, 1899.) | | |
| Modern: "Opening up her dark recesses to our commerce" and chasing away darkness "by the limelight of scientific discovery." (Lloyd, 1899; and Kellersberger, 1936) "Loving darkness rather than light," the "natives" "resent all that makes for progress." May Crawford, By the Equator's Snowy Peak: A Record of Medical Missionary Work and Travel in British East Africa (London, 1913) | | |
| Racial "He is inferior to the active-minded and objective ... Europeans, and to the ... subjective and reflective Asiatic. He partakes largely of the worst characteristics of the lower Oriental types - | | |

| | | |
|--|--|--|
| stagnation of mind, indolence of body, moral deficiency, superstition, and childish passion.” Richard F. Burton, The Lake Regions of Central Africa, 2 vols. (1861; New York, 1961). | | |
|--|--|--|

1. What is problematic about these conceptions?

2. What elements of these misconceptions do we still recognize as active?

Environmental:

Missionary:

Modern:

Racial:

Focus Questions:

1. What is the myth of the “Dark Continent”?
2. How did the myth of the “Dark Continent” emerge? How was it perpetuated?
3. How is this myth still active in the world we live in?

The Dark Continent Myth in Pop Culture

Porky Pig (1940s)

Mean Girls: (2000s)

HW: Find an element of the myth in a newspaper. You cannot simply google, "Dark Continent Myth" but you can google "Africa" or "African history" and read a NEWS source (like BBC, CNN, or The New York Times, Boston Globe or Washington Post) and try to spot the myth on your own. You cannot just google the answer to this homework. **Bring in the article (or bookmark it) and WRITE down what part of the myth you read.**

Assignment: Do something creative (drawing, poem, letter, song lyrics, etc.) that shows me that you understand The Dark Continent Myth.

The Dark Continent

Informative Assignment: Write a 250-350 word informative essay that summarize the Dark Continent myth. When you summarize a topic, you always include the historical context as the first section of the essay. This essay will be graded on your ability to summarize the myth with SPARG evidence.

What is a narrative or summative essay?

- It is an essay that narrates or summarizes the topic assignment.
- This essay does not require claims meaning you should not be making an argument. You are explaining the topic in a factual way.
- This is different from an analytical essay where you make a claim and then support your claim with evidence.
- In this essay, the evidence supports your summary.
- In this essay, you will narrate or summarize the Dark Continent myth.
- For this assignment, you are not required to have an introduction or a conclusion.

What is NOT in a narrative or summative essay?

- Claims
- Your opinions

How is a narrative or summative essay organized?

1. Heading with your name, teacher name and date
2. Name your topic (that's the title)
3. Write a paragraph about the context of the topic (in this case the context of the Dark Continent myth)
4. Organized the remaining paragraphs either chronologically or by theme (the summary of the myth) **So, in this case:**
 - Have each paragraph discussions one part of the myth
 - Paragraphs that group parts of the myth that are relevant to each other
 - One paragraph that discusses all four parts of the myth

What will I be graded on?

Please see the backside of this assignment sheet for the rubric. This assignment is worth 20 points in Term 1 in the Assessment Category.

What kind of support can I get for this assignment?

Visit Ms. Katz or the Social Studies lab prior to handing in your final draft. You are required to go to the social studies lab every term so if you go now, you will be done with that requirement.

Dark Continent Narrative Essay Rubric

| | Always | Sometimes | Needs More | Not at this time |
|--|--------|-----------|------------|------------------|
| Sufficient Has enough evidence. | | | | |
| Precise Evidence is specific and detailed. | | | | |
| Accurate Evidence is factual. Evidence is based on an effective reading of the source | | | | |
| Relevant Evidence is well chosen | | | | |
| • Credible Evidence is from a reliable source | | | | |
| Writing is clear and concise (no grammatical errors, clear sentences) | | | | |

Score _____/20

Dark Continent Myth Misconceptions

Orientation Activity: A-J below are parts of the Dark Continent Myth that have “poisoned” our thinking about Africa. They aren’t true and they are really insulting. During this unit, we will develop the ability to recognize these misconceptions and we will gain enough knowledge to invalidate them. If a person’s ideas have been poisoned by false assumptions, how can we help them develop more healthy ideas?

- A. Africa is a place where everything and everyone is basically the same.
- B. Africa isn’t a place where humans innovated, so innovations that are in Africa came from outside Africa.
 - So, iron, writing, domesticated plants (agriculture), domesticated animals (raising livestock) were all “borrowed” from outside Africa.
- C. Africa is stuck in time, or a place where progress doesn’t happen.
- D. African people are naturally wild and uncivilized.
- E. People in Africa didn’t have organized religions until the arrival of Christianity or Islam.
- F. People in Africa didn’t have organized governments.
- G. African governments were “despotic” (with all the power held by one person, undemocratic/unjust).
- H. Africa isn’t important (in history, in world affairs).
- I. African history is mostly negative.
- J. African people are primarily passive victims of world affairs, not active agents.

Label each LETTER above with the part of the MYTH that it corresponds to:

- | | |
|-----------------|--------------|
| • Environmental | • Missionary |
| • Modernity | • Racial |

Wrap-Up Activity: Write a small checkmark next to any misconceptions on this page that are similar to the way you think or have thought about Africa.

Term 1 Discussion Expectations

- Using SPARC for your evidence
 - Sufficient
 - Precise
 - Accurate
 - Relevant
 - Credible
 - Cite your source (with the page number or author if possible)
 - Include quotations or paraphrasing of the source
- ANSWER the question/prompt: This is the analysis
 - Help *guide* your group toward coming to a resolution that answers the question.
 - *Analyze* evidence presented to answer the question/prompt

Discussion Questions with Rubric

Formative:

Discussion A Questions:

1. What are the parts of the Dark Continent myth?
2. Why is the context of the myth? (think about why it was created, when it was created, what did the creators hope to do with the myth)
3. What are the parts of Africa's geography and how do they use their environment and natural resources?

Summative:

Discussion B Questions:

1. Through what forces did certain African societies affect other societies and what determined the extent of that effect?
2. How did Africa become connected across its geographical barriers? (barriers include deserts, oceans, rainforests)
3. How specialized (how many jobs/occupations/skills workers) were the various peoples (the Bantu, Ghana, Great Zimbabwe, and Swahili City States) in Africa?
4. Why is the myth of Africa being the Dark Continent false?

Rubric:

- Using SPARC for your evidence
 - Sufficient
 - Precise
 - Accurate
 - Relevant
 - Credible
 - Cite your source (with the page number or author if possible)
 - Include quotations or paraphrasing of the source
- ANSWER the question/prompt: This is the analysis
 - Help *guide* your group toward coming to a resolution that answers the question.
 - *Analyze* evidence presented to answer the question/prompt

Over the next few days, we are going to work on discussion skills.

1. What are the parts of the Dark Continent myth?

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |
| | |

2. Why is the context of the myth? (think about why it was created, when it was created, what did the creators hope to do with the myth)

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |

| | |
|--|--|
| | |
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3. What are the parts of Africa's geography and how do they use their environment and natural resources?

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |
| | |

DISCUSSION QUESTION AND SAMPLE ANSWER

1. *Through what forces did certain African societies affect other societies and what determined the extent of that effect?*

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--|--|
| <p>Northern African and Mediterranean traders migrated to Ghana through trans-Saharan trade. Ghana exported gold, salt, and iron, and imported textiles, horses and finished goods and their trade connections influenced Ghana because merchants brought Islam, a prominent religion. The merchants who came from the Middle East were Muslim. Urban elites accepted Islam and kings built mosques in Ghana and funded over 150 schools in Timbuktu.</p> <p>Robert Strayer, 342</p> | <p>Ghana grew dependent on trade with other societies and was urban elites converted to Islam, which took hold among the urban rich and added to the smaller "pagan" religions that already existed. The extent of the effect that Islam had on Ghana was primarily due to the willing acceptance of religion by the people of Ghana, who allowed the peaceful integration of Islam.</p> |
| <p>Using monsoon winds to travel back and forth to cities like Calicut and Mecca along the coast of the Indian Ocean from cities on the Swahili Coast like Kilwa and Manda, merchants traded gold, slaves, silks, precious stones, and other textiles. People had to remain in East Africa from November to February and remain India from April to September. New languages like Swahili were created and mosques were built in Swahili City States.</p> <p>Robert Strayer, 342</p> | <p>Swahili Coast was also affected by trade, because they took part in Indian Ocean trade routes. Islam spread to the Swahili Coast through merchants who stayed for long periods of time in Africa. Similar to Ghana, the Swahili Coast was affected by their trade partners through religion and the goods they brought, and the extent of those effects were determined by their willingness to accept and their unconscious open-mindedness of other lifestyles.</p> |
| | |
| | |

2. *How did Africa become connected across its geographical barriers? (barriers include deserts, oceans, rainforests)*

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |
| | |

3. *How specialized (how many jobs/occupations/skills workers) were the various peoples (the Bantu, Ghana, Great Zimbabwe, and Swahili City States) in Africa?*

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |

| | |
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| | |
|--|--|

4. *How is the myth of Africa as a Dark continent false? (you can copy from your essay or other charts)*

| SPAR evidence and SOURCE | Reasoning (answer the question) |
|--------------------------|---------------------------------|
| | |
| | |

Directions: As you read, highlight details and facts that would prove the Dark Continent Myth False.

Reminder: The MYTH is:

- A) Environmental
- B) Missionary
- C) Modernity
- D) Racial

Source: Tignor, Worlds Together, World Apart, 2007.

Faith and Cultures

In most areas of sub-Saharan Africa and the Americas, it was not easy for ideas, institutions, peoples, and commodities to circulate broadly. Thus we do not see the development of universalizing faiths. Rather, belief systems and their deities were localized.

This is not to say that sub-Saharan Africa and the Americas lacked the elements for creating communities of faith. Indeed, Africans and Americans alike had prophetic figures who, they believed, communicated with deities and brought to humankind divinely prescribed rules of behavior.

Moreover, peoples in both regions honored beliefs and rules that were passed down orally from generation to generation. These spiritual traditions guided behavior, established social customs, and determined people's fates.

In fact, relationships with deities and spirits governed the calendar of rituals across these regions.

Bantus of Sub-Saharan Africa

Today, most of Africa south of the equator is home to peoples who speak some variant of more than 400 Bantu languages. Early Bantu history is shrouded in mystery. At present, scholars using oral traditions and linguistic evidence can trace the narrative of these peoples no further back than 1000 CE (see Map 8-6).

The first Bantu speakers apparently lived in the southeastern part of modern Nigeria, where about 4,000 or 5,000 years ago they shifted from hunting, gathering, and fishing to practicing settled agriculture.

The areas they spread into, being tropical rain forest, demanded an immense amount of work. To ready a new acre for cultivation required removing some 600 tons of moist vegetation, and the migrants brought to the task only simple tools (mainly machetes and billhooks).

In fact, their most effective technique was controlled burning. Moreover, the African equatorial forests were almost totally devoid of food plants. So these people

made do with woodland plants such as yams and mushrooms, as well as palm oils and kernels.

Bantu Migrations

Following riverbeds and elephant trails, Bantu migrants traveled out of West Africa in two great waves.

One group moved across the Congo forest region to East Africa, aided by their knowledge of iron smelting, which enabled them to use iron tools for agriculture. Because their new habitats supported a mixed economy of animal husbandry and sedentary agriculture, this group became relatively prosperous.

The second wave of migrants moved southward through the rain forests in present-day Congo, eventually reaching the Kalahari Desert. They were not so fortunate. The tsetse fly-infested environment did not permit them to rear livestock, so they were limited to subsistence farming. These Bantus learned to use iron later than those who had moved to the east.

Precisely when the Bantu migrations began is unclear but once under way the travelers moved with extraordinary rapidity. Genetic and linguistic evidence reveals that they swept all else before them, absorbing most of the hunting-and-gathering populations who originally inhabited these areas.

What enabled the Bantus to prevail and then to prosper was their skill as settled agriculturalists. They knew how to cultivate the soil, and they adapted their farming techniques to widely different environments.

They thrived equally well in the tropical rain forests of the Congo River basin, the high grasslands around Lake Nyanza (Lake Victoria), and the highlands of Kenya, even though they had to grow different crops in each location.

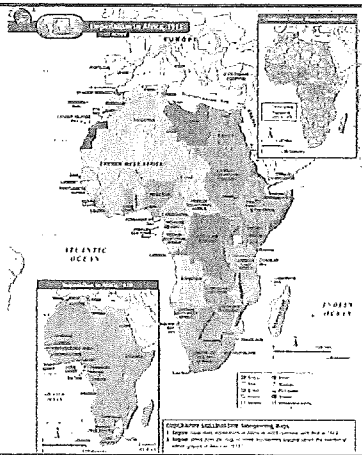
For the Bantu of the rain forests of central Africa (the Western Bantu), the introduction of the banana plant was decisive. Linguistic evidence suggests that it first arrived in the Upper Nile region and then traveled into the rest of Africa with small groups migrating from one favorable location to another; the earliest proof of its presence is a record from the East African coast dating to 525 CE.

When it reached the equatorial rain forests, its adaptability to local conditions was unmatched. Not only did it provide more nutrients than the yam crop, but it better withstood heavy rainfalls.

In addition, banana plantings required the clearing of fewer trees than yam cultivation and created an environment free of the anopheles mosquito, which carried malaria.

Exploiting the benefits of banana cultivation, the Western Bantu filled up the equatorial rain forests of central Africa - perhaps as early as 500 CE, certainly by 1000 CE.

CONTEXT



Review

- Who invented the myth?
- Why?
- Were Africans at the conference?
- Did Europeans believe this myth?

Africa

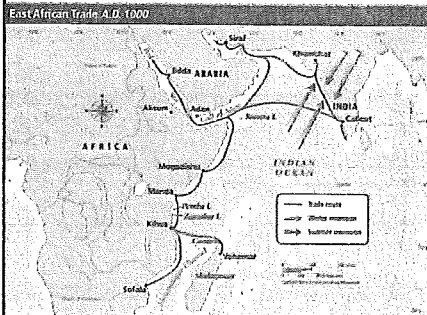
- How many facts do you know about Africa? How many SUPPORTED CLAIMS could you make about Africa? (do you know enough facts?)
- Review your answers on pg 16
- Read the focus questions on page 17. You will have to answer questions 1 and/or 2 on a quiz in a few weeks.

The 4 parts of the myth

- Environmental
- Missionary/Religious
- Modernity**
- Racial

•**HW: Write a summary of the Dark Continent Myth** (write this at the bottom of your summary of the CONTEXT) that you did in class today.(7-10 sentences)

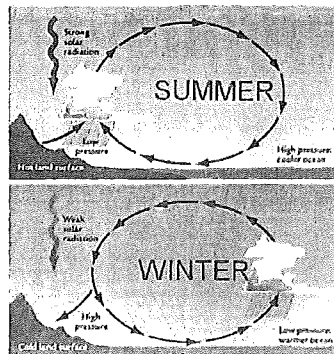
What were the Swahili City States?



- A series of TRADING CITIES on the East Coast of Africa
- From approx 900-1700 CE
- What's a city-state?
- A city that is allowed to make its own decisions but makes mutually beneficial relationships with the other cities on the East Coast

How the Trading Worked

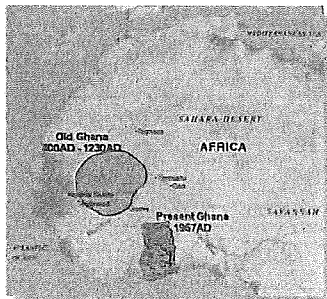
- Monsoons bring the wind in one direction in the summer and one in the winter
- Wind carries the ships



- Please go to this website:
<http://www.indianoceanhistory.org/>
 - Open your essay assignment sheet to the Swahili City States
- Consider the following parts of the myth as you proceed
- **Environmental:** Africa is hot, dry and isolated and the land is too wild to control
 - **Modern:** Africans do not like progress and are not open to change
 - **Racial:** Africans are savage, primitive and cannot make wealth and progress without European help

Africa

- West African Kingdom of Ghana
- Not the same as modern Ghana



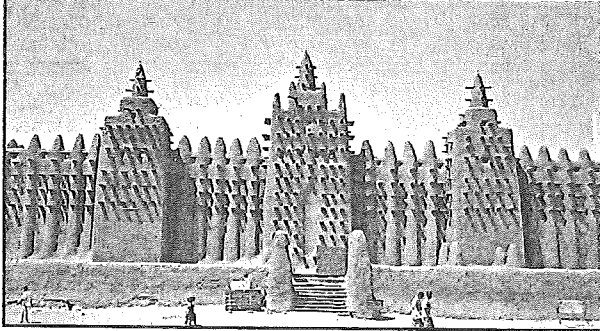
Specialization in Ancient Ghana

- King at the top with knights and government officials to lead at local levels
- Taxes
- Army of 200,000 men
- Scholars to help the kings make decisions
- Traded extensively with East
 - Exports--Gold and Salt, slaves, copper
 - Imports--Finished goods, silk, horses, swords



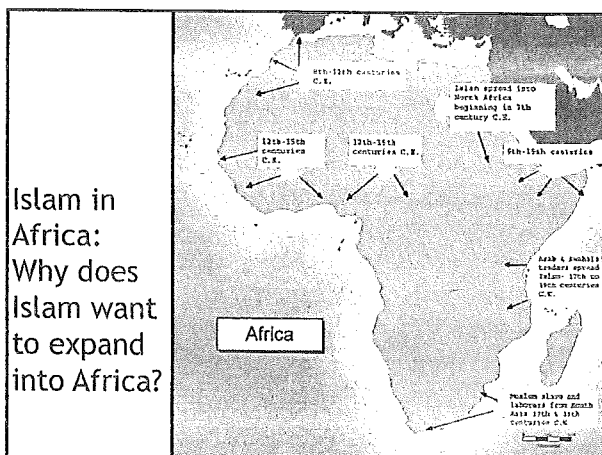
Specialization in Ancient Ghana

- Faith = Paganism AND Islam



Islam Integration

- Islam easily accepted into African pagan culture because...
- Tolerance of local traditions
 - Allowed by Muslim leaders to maintain traditions
 - Worship idols
 - Worship ancestors
 - Special rituals
- Kings in Africa identified with caliph
- Trade encouraged



How do we know what we know?

- Griot--professional storytellers
- Oral tradition--how do people learn about their past?
- Why do civilizations have stories/proverbs?
- Morals, expresses culture

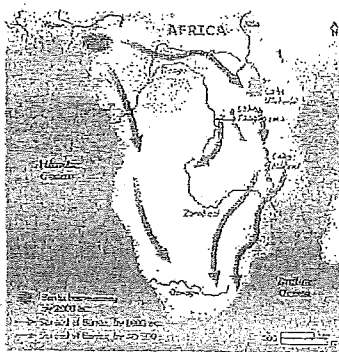


What happened to this kingdom?

- What problem does the kingdom of Ghana face as it relies heavily on its natural resources?
- Decline, resources dry up
- More trade increases competition
- Other kingdoms become more powerful and take over its land and thus, its resources

The Bantu

- The Bantu migrated throughout the southern half of Africa starting around the year 800.
- The migrations took hundreds of years.
- The Bantu were black. So, when they took over Africa, they made every one else black.
- Through intermarriage
- Through killing (accidentally with disease)
- How did they do that?



The Dark Continent in Contemporary Times

For the following assignment, you have three options. Select 1.

Objective: To show how the Dark Continent still exists in contemporary sources.

1. Find a current event article or video (within the past two years) that perpetuates (maintains/preserves) part of the Dark Continent myth. Write a 300-word response about why that article perpetuates the Dark Continent myth. Make sure to write about which part of the myth that the article perpetuates. **DO NOT** find an article that debunks the myth; you want to find ways that this myth is still spread about Africa today. Print out the article and attach it to your response **OR** email Ms. Katz the link if it is a video. **A good way to start this search is to search AFRICA in the news. You CANNOT search Dark Continent myth-you will NOT get anything that you can use. You MUST search a news source (like the New York Times, The Washington Post, CNN or BBC) and read articles about Africa to see the myth.**
2. Create a collage that incorporates 3 of the four parts of the Dark Continent myth using modern (the past 10 years) newspapers and magazines. You cannot search for these images on Google. They must be from a print source. Write a 100 word explanation for each image explaining **WHY** that images represents the Dark Continent myth. Avoid being too literal with this option; e.g. do not have a picture of a lion and write this proves that people think that Africa only has lions—the picture would need to have the lion be in Africa and provide the message that Africa is dangerous because of its environment.
3. Create your own assignment. Your assignment must connect to the Dark Continent unit and have a 300 word write up about the way your project connects to the Dark Continent myth. If you choose this option, read the other assignments above so you know what the expectations are and make sure to meet the objective (in bold above).