N**ame: Switch 1 and 2. As it is currently written, this is an incredibly hard assessment.**

**Block: History in Africa – Level 2/3**

**Teacher:**

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| --- | --- | --- | --- |
| **Topic** | **2** | **3** | **4** |
| **History in Africa** | **Basic Knowledge/skill such as:**Cause and effect **Specific vocabulary such as:** colonization, natural resources | **Explain** the impact of colonization on Sub-Saharan Africa | **Analyze** how present day Sub-Saharan Africa has been shaped by its past |

**Level 2 Questions**

**Directions**: Answer the following questions to the best of your ability. Make sure to “throw back” the question at the reader; use the vocabulary words in your written response. Please highlight when you use a vocabulary word in your writing.

**1. How did Mansa Musa’s wealth accidentally lead to the colonization of Africa?**

Vocabulary: gold, salt, and natural resources

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**2. Why was it important for European countries to acquire colonies in the game? How was the game we played similar to what happened in real life?**

 Vocabulary: natural resources, colonization

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**Level 3 Question**

**3.** Using the thematic map of French-speaking countries in Africa, **make an inference about what happened to these countries in their past? How could this past affect students like you in these countries?**

(Making an inference is coming to a conclusion based on either text or picture evidence.)

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Class Copy

Document A

Document A is a thematic map of Africa. Countries where most of the people who live there speak French are marked in blue.

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