

Questioning decolonization

0.0 – Lesson Plan

This module is part of the History for the 21st Century project (H21) .History for the 21st Century is a collaborative project designed to serve students in introductory college history courses and their instructors. Together, we build, assess, and progressively improve free, online educative, enquiry-based curriculum. You can find out more about H21 by visiting _____.

Problems

This module poses three questions. Two historical problems are specifically aimed at the student:

- Historical problem 1: How and why did widespread political decolonization occurred between about 1945 – 1990.
- Historical problem 2: Did colonialism end, or does it still survive in the world today?

A third problem is more aimed at you, the instructor, but you may wish to share it with students:

- Pedagogical problem: How do students learn to make history usable for orienting themselves to the present?

In the sections below, you will see a map of the module as a whole, as well as a lesson plan designed for four days of work. You should feel free to condense or expand the lesson, or only use a few parts of the module, or to modify it. This is, after all, your class.

Module Map

Day 1 – Introduction

Assets:

- 1.0 Presentation: What was colonialism?
- 1.1 Module Introduction
- 1.2 Reading: What was colonialism?: Five takes
- 1.3 assessment: what would 'decolonization' mean?
- 1.4 assessment: analyzing world maps, 1945 and Today

Day 2 – How and why did decolonization happen? (part 1)

Assets:

- 2.1 Presentation: Decolonization on two scales: global and national
- 2.2 Reading: Why and how did decolonization happen?
- 2.3 Primary source archive:
 - o 2.3a Nnamdi Azikiwe, "The Future of Pan-Africanism" (1962)
 - o 2.3b Record of Conversation between Soviet Ambassador S. V. Chervonenko and Chinese Prime Minister Zhou Enlai (1965)
 - o 2.3c Declaration of the Front de Liberation Nationale (1954)
 - o 2.3d Richard Wright, *The Color Curtain: A Report on the Bandung Conference* (1956)
 - o 2.3e Ho Chi Minh, *Declaration of Independence of the Democratic Republic of Vietnam*
- 2.4 assessment: Responding to your primary source

Day 3 – How and why did decolonization happen? (part 2)

Assets:

- 3.1 Group work: Converging evidence

Day 4 – What was decolonized?

Assets:

- 4.1 Secondary source archive:
 - o Kwame Nkrumah, "Neo-Colonialism: The Last Stage of Imperialism"
 - o Ngugi wa Thiongo, "The Language of African Literature"
 - o Meera Sabaratnam, "Decolonizing the Curriculum"
- 4.2 Reading: What was decolonized?
- 4.3 assessment: Evaluating decolonization across time and space

Day 1 – Introduction

Suggested Lesson	Resources
Instructor shares with students the two historical problems for the module. You may also wish to share the pedagogical problem. Discussion, if necessary.	1.1 Module Introduction Module problems: <ul style="list-style-type: none">- Historical problem 1: How and why did widespread political decolonization occurred between about 1945 – 1990.- Historical problem 2: Did colonialism end, or does it still survive in the world today?- Pedagogical problem: How do students learn to make history usable for orienting themselves to the present?
Instructor re-introduces the subject of decolonization by asking students to remember and recall what they learned previously about colonialism. If students have not studied colonialism, instructor tells them they will be looking at decolonization and have to understand what colonialism was first.	1.0 Presentation: What was colonialism?
Instructor gives students Assessment 1.3, and asks them to complete it in class. Students may discuss their responses to the question.	1.3 assessment: analyzing world maps, 1945 and today

After class:

- Students are assigned Reading 1.2: What was colonialism?:
- Students are assigned Assessment 1.4: What would 'decolonization' mean?

Day 2 – How and why did decolonization happen? (part 1)

Suggested Lesson	Resources
Instructor collects responses to Assessment 1.2. Discussion as to what 'decolonization' might look like.	
Instructor tells students that they will be discussing how and why decolonization happened, but tells students that decolonization in this case specifically means a transition in political authority and governance.	2.1 Presentation: Why and how did decolonization happen?
Students are divided into groups to begin working with the primary sources, either those provided, or their own. Students are asked to consider what their sources tells us about why and how decolonization happened in this period.	2.3a Nnamdi Azikiwe, "The Future of Pan-Africanism" (1962) 2.3b Record of Conversation between Soviet Ambassador S. V. Chervonenko and Chinese Prime Minister Zhou Enlai (1965) 2.3c Declaration of the Front de Liberation Nationale (1954) 2.3d Richard Wright, The Color Curtain: A Report on the Bandung Conference (1956) 2.3e Ho Chi Minh, Declaration of Independence of the Democratic Republic of Vietnam

After class:

- Students are assigned reading 2.2: Why and how did decolonization happen?
- Students continue to work with their primary source (2.3) utilizing Assessment 2.4: Responding to your primary source.

Day 3 – How and why did decolonization happen? (part 2)

Suggested Lesson	Resources
Instructor puts students back into their primary source groups, briefly, to compare and prepare to present their answers, for their source, from Assessment 2.4	Assessment 2.4: Responding to your primary source Group work 3.1: Converging evidence
Each group presents on their primary source	
Instructor invites students to discuss how local and global factors contributed to decolonization through comparison and convergence the evidence from the sources they have read. This may be a continuation of the group work, or done as a class.	

After class:

- Students are assigned Reading 4.2: What was decolonized?
- Students are each assigned a secondary source from Readings 4.1: Second Source Archive

Day 4 – What was decolonized?

Suggested Lesson	Resources
Instructor introduces the idea that decolonization might be more than just a political transformation, pointing students to back to their responses to Assessment 1.2.	
Class discusses different kinds of colonial continuities present in each of the secondary sources they have read from Readings 4.1	Readings 4.1: Secondary source archive
Students begin to brainstorm ideas, in groups, on Assessment 4.2: Evaluating decolonization across time and space	

After class:

Students complete Assessment 4.2: Evaluating decolonization across time and space