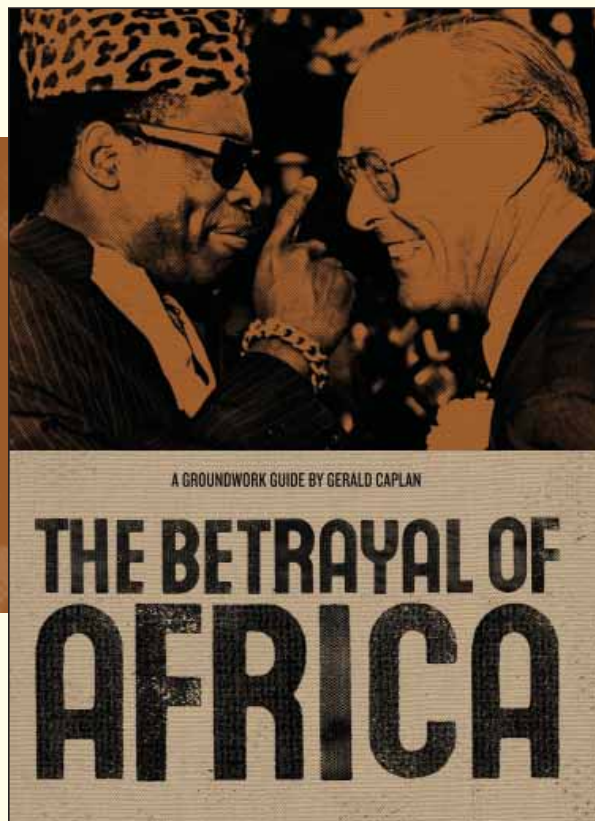


THE BETRAYAL OF AFRICA

A GROUNDWORK GUIDE

Written by Gerald Caplan



ABOUT THE BOOK

This book refutes the common assumption that Africa is the problem and the Western world is the solution to the challenges Africa faces; the author argues that rich countries are also responsible for Africa's problems. The book explores the following:

- Africa's diversity
- the history of colonialism in Africa
- a current portrait of Africa, with data
- corruption in Africa, and Western complicity in it
- how Western policies are not working
- China's current presence in Africa
- how change might come about in Africa

CURRICULUM CONNECTIONS

- Social Studies (Geography, History, World Studies, Civics)
- English Language Arts
- Business Studies (Economics)
- Information and Communications Technology
- Humanities and Social Sciences
- Arts (Visual Arts, Theater Arts, Music)

GROUNDWORK GUIDES

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IDEAS FOR GETTING STARTED

- Introduce the book and your goals for studying it, and briefly outline the issues the book explores. Tell students that issues-based study raises varied opinions, and that, as a class, you will set some ground rules for maintaining a respectful and safe classroom atmosphere for discussing personal views. Ask the class to collaborate to create a list of expectations, such as “We’ll respect one another’s privacy”; “We’ll listen to one another”; and “We won’t insult one another.” Post the list and revisit it periodically to allow students to make observations and air problems.
- As a way of accessing (and assessing) students’ knowledge about Africa, provide groups with the blank map of Africa today (in this Teachers’ Guide) and have them work together to label the countries. Also ask them to jot down notes or make small sketches on the map (or on sticky notes) about any knowledge they have of particular areas, such as languages, arts and cultures, geographical features, natural resources, capital cities, historical notes and areas of conflict. After their study of the book, students can review their map and reflect on what they have learned about Africa.
- Ask students to write down five or six words that first come to their minds when they think of Africa. Have groups discuss and compare their lists. As a class, discuss:
 - Where do your perceptions of Africa come from?
 - What images of Africa would you say the media most often present?
 - Do the words on your list reflect an entire continent of more than 800 ethnic groups and 1000 languages? Is it fair to base perceptions on a whole continent? Do we do the same with other continents?

TEACHING/LEARNING APPROACHES

- Read the book as a class, with group or class discussions at the end of each chapter and a culminating activity at the end. You could use a combination of teacher read-aloud, guided reading and independent reading.
- Have students read the book independently and create their own independent study project.
- Assign groups of students one chapter each and have them read it and present it to the rest of the class.
- Have students read the book in groups and then either collaborate on a culminating activity or complete it independently.
- Ask students to keep an Issues Journal (in writing or on audio or video) in which they comment on what they have read and/or discussed. Encourage

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frequent updates throughout the study of *The Betrayal of Africa*. Let students know from the outset whether the journal is for personal use only or if it's meant to be part of their assessment.

IDEAS FOR DISCUSSION

- Who are the betrayers of Africa?
- How was racism at the heart of the treatment of Africa in colonial times and how does it remain there today?
- What would you say were the author's main purposes in writing this book?
- Chapter 4 is called "The Great Conspiracy." What does the author mean by this?
- What are some ways African countries could address the issue of "brain drain"? (pp. 47–52; 118–19)
- How is China "a major player in almost every aspect of African life"?
- In Chapter 5, the author writes, "Those with power and wealth determine how things will be for those without." How does he support that statement in that chapter? What do you think about the statement?
- Do you think that Western treatment of Africa was worse in colonial times than it is today? Explain.
- When reading this book, what issues or events described by the author most surprised you? Angered you? Made you feel hopeful for Africa? Made you want to take action?
- How hopeful does the author sound in the last chapter, "Changing Africa"? What does he advise the West to do? (pp. 124–28). What do you think should be done?

IDEAS FOR ACTIVITIES

- Provide a list of films about Africa, and try to include a range of genres and both recent and old films. Students choose one to analyze, in the form of an essay or movie review. Depending on the type of film, students could write about its portrayal of Africa; how social issues are presented; the point of view; how it relates to issues in *The Betrayal of Africa*.

Subjects: English Language Arts, World Studies, Humanities and Social Sciences

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- Students design a travel itinerary for people who want an eye-opening, issues-based trip to an African country, or countries. The trip could include geographical places of interest as well as areas of historical, political, social and economic importance. The itinerary could be presented on an annotated map, in a travel brochure, or as an oral/visual presentation. Students should provide a brief explanation for each destination: for example, a stop at a market could include a talk about how Western subsidies have jeopardized African cotton or chicken farmers. Students can review *The Betrayal of Africa* for ideas and use the websites listed on page 137 as well as conduct their own research.

Subjects: World Studies, History, Geography, Economics, English Language Arts, Humanities and Social Sciences, Information and Communications Technology

- Students organize a Summit Meeting of various international countries to discuss what they think are two or three of the most important issues in Africa today, based on their reading of *The Betrayal of Africa*. Students can choose which countries they want to represent at the summit and which issues they will discuss, such as debt relief, trade policies, health or education. Groups of students can choose a country to represent; research their country's relationship with Africa historically and currently, or, if they are representing an African country, research its current economic, social and political status; decide on their position on issues for the Summit; present a brief profile of their country; and then proceed with the Summit Meeting.

Subjects: World Studies, History, Geography, Economics, Humanities and Social Sciences, English Language Arts

- Students research the history of one African country and create an illustrated and annotated timeline for it.

Subjects: History, World Studies, Geography, English Language Arts

- Students investigate “tied aid” further and write an essay or report about it. They might provide further examples and data, and/or compare two or three countries' aid profiles in Africa. They should include their opinion of tied aid.

Subjects: World Studies, Economics, English Language Arts

- Students create their own glossary for this book. Sample terms to include are collusion, colonialism, colonization, commodity, coup, CSO, cult of personality, diaspora, FDI, free trade, GDP, IMF, imperialism, infrastructure, multinational corporation, neocolonialism, neoliberalism, NGO, odious debt, privatization, protectionist policy, socialism, sovereignty, sub-Saharan, subsidy, tied aid, tyrannical regime, World Bank, WTO.

Subjects: English Language Arts, World Studies, History, Geography, Economics

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- Students choose two African leaders (from pp. 61–68, or other leaders of their choice) and compare their rule. They could present their research in an essay; oral report; photo essay with captions; dramatic monologue, play or role-played interview.

Subjects: World Studies, History, English Language Arts, Economics, Arts (Visual Arts, Theater Arts)

- Students research the African Union — its history, mission, structure, recent initiatives and opinions of it. They could present their research results in a PowerPoint presentation, photo essay or news article.

Subjects: World Studies, History, English Language Arts, Economics, Arts (Visual Arts)

- Point out to students that *The Betrayal of Africa* is full of hard, memorable images, such as cement poured into elevator shafts to sabotage building construction in Mozambique; the 4-star hotels in the midst of squalor; the 90:10 – 10:90 rule. Students create an artwork (painting, sculpture, collage) or write a poem, rap or monologue about something in the book that created a strong image for them. They should also include an explanation of their understanding of the facts behind the image(s).

Subjects: Arts (Visual Arts, Theater Arts), English Language Arts, World Studies, Humanities and Social Sciences

- Students use the For Further Information section (pp. 135–36) to choose another book to study. They could present the results of their study in a written or oral book report; comparative essay or oral report.

Subjects: English Language Arts, World Studies, History, Geography, Economics, Humanities and Social Sciences

- Students research a musician, artist or writer from Africa whose work reflects some of the issues, historical and current, that *The Betrayal of Africa* presents. They could write a biography of the person or create a slideshow about his or her work.

Subjects: Arts, History, English Language Arts, World Studies, Humanities and Social Sciences, Information and Communications Technology

- Direct students to the back cover to find information about the cover photo of *The Betrayal of Africa*. Discuss the appropriateness of the photo for the book, and what it suggests and evokes. Students then research and gather photos to create a photo essay or slideshow that comments on one or more issues explored in the book.

Subjects: Arts (Visual Arts), English Language Arts, World Studies, Humanities and Social Sciences, Information and Communications Technology

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CONNECTIONS WITH OTHER GROUNDWORK GUIDES

- See *Democracy* for studies of democratic movements in Africa.
- See *Empire* for issues of colonialism, imperialism and racism.
- See *Genocide* for accounts of genocide in Darfur and Rwanda.
- See *Hip Hop World* for themes of origins of hip hop and hip hop music in Africa today.
- See *Oil* for issues of economics and politics in global oil resources.
- See *Slavery Today* for the history of slavery in Africa and for issues of exploitation, racism and human rights.
- Have students select other books in the series for independent study.

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GETTING STARTED: OUR KNOWLEDGE OF AFRICA

On this map, record all the information you know about Africa, without using outside resources. Label as many countries as you can. Jot down notes or make small sketches on/around the map (or on the back of the page) about what you know of particular areas, such as languages, arts, cultures, geographical features, natural resources, capital cities, history, areas of conflict — anything you know about the areas.



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ESSAY OR WRITTEN REPORT RUBRIC

CRITERIA	LEVEL 4 (EXCELLENT)	LEVEL 3 (GOOD)	LEVEL 2 (FAIR)	LEVEL 1 (LIMITED)
Content	<ul style="list-style-type: none"> ● presents very strong, relevant points that are highly supported 	<ul style="list-style-type: none"> ● presents strong, relevant points with good support 	<ul style="list-style-type: none"> ● presents some main points with fair degree of support; some points lack relevance to purpose 	<ul style="list-style-type: none"> ● presents some vague points with limited support; relevance of ideas is unclear
Research	<ul style="list-style-type: none"> ● writing shows thorough, highly skilled research and the use of a wide variety of resources 	<ul style="list-style-type: none"> ● writing shows proficient research and the use of a good variety of resources 	<ul style="list-style-type: none"> ● writing shows some degree of research and the use of a fair range of resources 	<ul style="list-style-type: none"> ● writing shows limited research and the use of only a few resources
Organization and Style	<ul style="list-style-type: none"> ● writing is very well organized, with smooth flow; highly effective introduction and conclusion ● uses sophisticated vocabulary and complex sentence structures 	<ul style="list-style-type: none"> ● writing is well organized, with good flow; strong introduction and conclusion ● uses effective vocabulary and some complex sentence structures 	<ul style="list-style-type: none"> ● organization is fairly clear, and has fairly good flow; weak introduction and conclusion shows some awareness of effective word choice and uses a few complex sentence structures 	<ul style="list-style-type: none"> ● lacks organization, and flow is choppy; has no obvious introduction or conclusion ● shows limited awareness of effective word choice and uses very simple sentence structures
Conventions (Spelling, Grammar, Punctuation)	<ul style="list-style-type: none"> ● uses conventions correctly all or almost all of the time 	<ul style="list-style-type: none"> ● uses conventions accurately most of the time 	<ul style="list-style-type: none"> ● writing requires moderate editing 	<ul style="list-style-type: none"> ● writing requires considerable editing; many major errors
Documentation	<ul style="list-style-type: none"> ● shows complete understanding of documentation conventions; has no errors or only one error 	<ul style="list-style-type: none"> ● shows thorough understanding of documentation conventions; has only one or two errors 	<ul style="list-style-type: none"> ● shows some understanding of documentation conventions; has three to five errors 	<ul style="list-style-type: none"> ● shows limited understanding of proper documentation conventions; has many errors

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GERALD CAPLAN



ABOUT THE AUTHOR

GERALD CAPLAN is a lifelong social and political activist with a passionate commitment to African development. A former professor at the University of Toronto, he is the author of two scholarly history books, a collection of newspaper articles, public policy studies, UNICEF reports and numerous articles and book reviews. He is the author of *Rwanda: The Preventable Genocide*, written for the International Panel of Eminent Personalities established by the Organization of African Unity to investigate the genocide. Gerald Caplan speaks widely about African development issues and genocide prevention on television and radio and in newspaper opinion pieces. He lives in Toronto, Ontario.

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“[The Groundwork Guides] are excellent books, mandatory for school libraries and the increasing body of young people prepared to take ownership of the situations and problems previous generations have left them.”

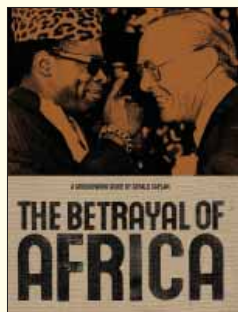
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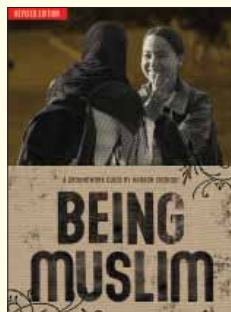
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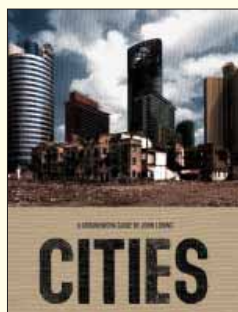
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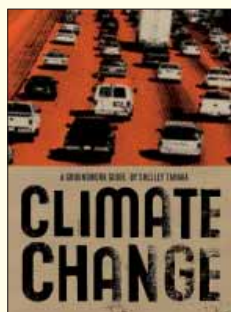
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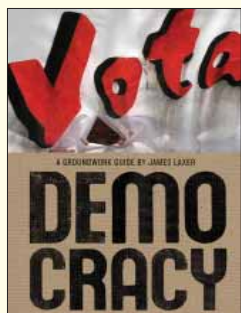


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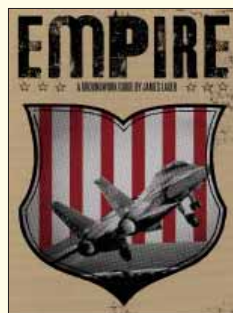
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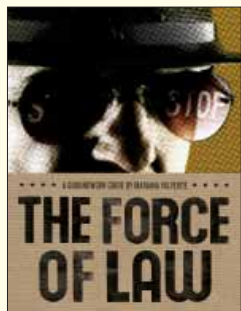
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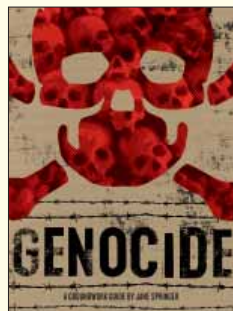
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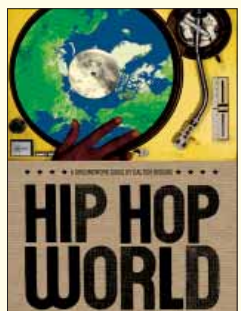
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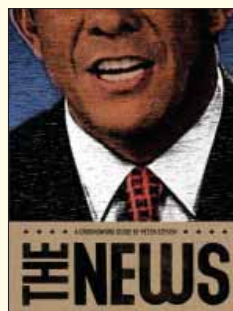
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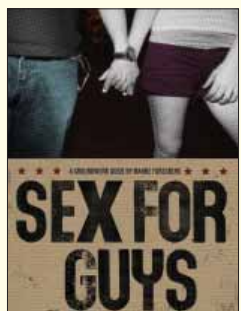
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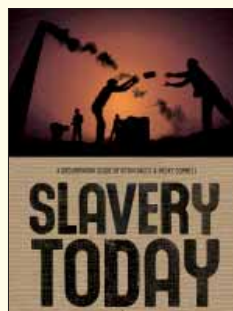
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