Seventh Grade Unit 8: “Africa Today”

**Elaborated Unit Focus**

In this unit students will gain an understanding of the modern cultural and physical landscape of Africa. When examining the specific elements of *culture*, students will gain an understanding of the diversity of religion and ethnic groups in Africa. Self-rule through *governance* has been an ongoing challenge as African nations have transitioned from colonial rule to one party rule to fledgling democracies. Students will analyze how political stability affects the standard of living in Africa. Students will locate selected countries and physical features in the region and examine how *location*, climate and physical characteristics have affected where people live, the types of work they do and how they travel.

**Standards/Elements**

**SS7G1 The student will locate selected features of Africa.**


b. Locate on a world and regional political-physical map the countries of, Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

**SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

**SS7G4 The student will describe the diverse cultures of the people who live in Africa.**

a. Explain the differences between an ethnic group and a religious group.

b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

c. Evaluate how the literacy rate affects the standard of living.

**SS7CG1 The student will compare and contrast various forms of government.**


b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS7CG2 The student will explain the structures of the modern governments of Africa.**

a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.

b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.
Enduring Understandings/Essential Questions

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

- What are the differences between an ethnic group and a religious group?
- What is the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups?
- How does the literacy rate affect the standard of living in Africa?

**Location:** The student will understand that a region’s location affects its economy, culture, and development of the region.

- Where are the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert?
- Where are South Africa, Democratic Republic of the Congo, Sudan, Egypt, Ethiopia, Libya, Kenya?
- How have the Sahara and the tropical rain forest affected trade development within Africa?
- How has the location of the countries of Africa affected their economic development?

**Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

- How do the unitary, confederation, and federal government systems distribute power?
- How do autocratic, oligarchic, and democratic governments determine citizen participation?
- What are the components of parliamentary and presidential governments?
- What distinguishes the form of leadership, public voting procedures and personal freedoms the republican systems of government in the Republic of Kenya, the Republic of South Africa and the dictatorship of the Republic of Sudan?
- How does gender affect access to education in Kenya and Sudan?
- What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa?

Evidence for student mastery of standards should include a balance of selected response, essay, performance assessment or communication-based assessment yielding clear evidence for mastery of state standards. (Rick Stiggins, 2004)

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.*
### Balanced Assessment Plan

#### Description of Assessments

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Type of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1a,b</td>
<td>selected response, teacher observation, student constructed response</td>
</tr>
<tr>
<td>CG1a,b,c</td>
<td>selected response, student constructed response</td>
</tr>
<tr>
<td>CG1a,b,c</td>
<td>student constructed response</td>
</tr>
</tbody>
</table>

The teacher should create a set of index cards that have the names of these key physical features: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

The teacher should create a second set of index cards that defines or identifies these features.

The cards and their matches should be randomly distributed throughout the class. The students will then be given 2-5 minutes to review a physical map of Africa. They will then be told to find the index card that matches the one that they are given. (You may add other physical features in the region so that each student has one. If there is an odd student out, have two definitions for one term.)

This procedure should be repeated for the locations of the following nations: Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

You may also repeat this procedure for national capitals.

When finished with this activity, students should group the countries based on similarities of physical characteristics.

(Sample included in resource section)

Students will be divided into 3 groups. They will either be sent to the computer lab or provided with printed copies. Students will use the CIA Fact Book at [www.cia.gov](http://www.cia.gov) to describe the structure of the national governments of one of these three countries: Kenya, South Africa, and Sudan. Students will include type of government, form of leadership, and role of citizen, and type of legislature. These classifications should be drawn from SSCG1a,b,c in order that the students be able to specifically use the vocabulary of the standard. Each group will present their findings to the class. During the presentation students should take notes. Each student will use their notes to create a graphic organizer that compares this data.

Students will work in pairs. Each student in the pair should either be designated as Green or Yellow. Each pair will be instructed to pull one of the following question cards from a hat.

- How do the unitary, confederation, and federal government systems distribute power?
- How do autocratic, oligarchic, and democratic governments determine citizen participation?
- What are the components of parliamentary and presidential governments?
- What distinguishes the form of leadership, public voting procedures and personal freedoms the republican systems of government in the Republic of Kenya, the Republic of South Africa and the dictatorship of the Republic of Sudan?

All of the Greens should be asked to identify role of the government and the Yellows, will identify role of the citizen. The students will record their results on a “role of government vs. role of citizen” chart that they will post around the room. The class will review all of the results and add any missed data.
Students will define the following terms and use any or all words in a crossword puzzle that they will create.
- Arab, Ashanti, Bantu, Swahili, unitary government, confederation, federal government, literacy rate, autocracy, oligarchy, parliamentary, presidential, and democratic, Kenya, Sudan, South Africa

Teacher will define Sahara, Sahel, and Savanna. Teacher will display or distribute a chart (the ‘S’ factor – see resource section) that compares the Sahel, Savanna, and Sahara and the ways in which the people of Africa live, work, and travel. Students will predict based on definitions where the people would live, types of jobs, and modes of transportation. Students would then use the internet to verify their answers.

For the nations of Kenya and Sudan, student will compare the types of government, stability of government, available jobs, factors influencing access to education, conditions of famine and AIDS, and personal freedoms including gender bias. Student will be assigned to role of either a female citizen, a male citizen, a governmental official, a world health expert, U.N. peacekeeper, the surviving relative of a child dying of AIDS, farmer, or refugee. In their role, student will present their case for change in their respective nation.
Sample Performance Task

The African Times

**Enduring Understanding:** Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

**Standards:** G1a,b; G3a; G4a,b,c; CG1a,b,c; CG2a; CG3a,b

Today’s Africa is a veritable hotbed of intrigue, scandal, and political turmoil. You will get the opportunity to document this information in your own newspaper. Using the Publisher template provided by your teacher, you are to create your own newspaper. It should include information that would be relevant to anyone who wanted to know about Africa Today. You may choose any of the following countries to serve as the primary focus of your newspaper, but in the World Today section you may mention any of the other listed regions in Africa.

Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, and Sudan.

**Your newspaper should include several of the following sections:**

- Headline News
- Government
- Political Cartoon
- Help Wanted
- Travel
- Home Buyers Guide
- Weather and Climate
- Community Events

In each section the student will highlight some aspect of culture, governance, or location. Students should indicate how that aspect influences the environment or the people who live there. For instance, in the Weather and Climate Section, the student will note climate and weather trends as they relate to water pollution, or unequal distribution of water, or deforestation, or desertification. **NOTE: It would be helpful for students to reference the concept wall during the project to assure that each standard and element is included in the final product for the nation selected. Teachers may also require students to reference each standard when and where covered.**

**Your newspaper should not be longer than 5 double-sided pages. You may complete this task alone, in pairs, or by group. The choice is yours.**

<table>
<thead>
<tr>
<th>Map and Globe Skills:</th>
<th>Information Processing Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 6, 7, 8, 11</td>
<td>3, 4, 5, 6, 8-17</td>
</tr>
</tbody>
</table>

Georgia Department of Education
Kathy Cox, State Superintendent of Schools
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*Note concerning rubrics:* Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric is designed to measure how well a student can use the standards to demonstrate the enduring understanding(s). The second rubric focuses on the product of the performance task. This is where students are scored on items involving grammar, punctuation, spelling, creativity, presentation, etc. It is intended that the CONTENT rubric is weighed more heavily when assigning a grade to the students.

### Content Rubric for Performance Task

<table>
<thead>
<tr>
<th>SCALE CRITERIA</th>
<th>1 Below standards</th>
<th>2 Improving</th>
<th>3 Meets standards</th>
<th>4 Exceeds standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correctly identifies the geographical, political, social, and economic structure of the country. (SS7G1; SS7G4) DOK-1</strong></td>
<td>For their assigned nation, the student correctly identifies two of the following: geographical, political, social, and economic structure.</td>
<td>For their assigned nation, the student correctly identifies three of the following: geographical, political, social, and economic structure.</td>
<td>Correctly identifies the geographical, political, social, and economic structures of this country.</td>
<td>Correctly identifies the geographical, political, social, and economic structures of this country.</td>
</tr>
<tr>
<td><strong>Student analyzes culture in terms of predominant religions and literacy rate. (SS7G1; SS7G3; SS7G4) DOK-2</strong></td>
<td>Student attempts and is partially accurate in using the knowledge of location and physical features of their nation to explain where people live, the type of work they do, and how they travel.</td>
<td>Student attempts and is mostly accurate in using the knowledge of location and physical features of their nation to explain where people live, the type of work they do, and how they travel.</td>
<td>Student accurately uses the knowledge of location and physical features of their nation to explain where people live, the type of work they do, and how they travel.</td>
<td>Student accurately uses the knowledge of location and physical features of their nation to explain where people live, the type of work they do, and how they travel.</td>
</tr>
<tr>
<td><strong>Student discusses the governance in terms of organization impact on standard of living and role of the citizen (SS7G1,2,3) DOK-3</strong></td>
<td>Student defines the elements of government, standards of living, and role of the citizen.</td>
<td>Student categorizes the elements of government, standards of living, and role of the citizen.</td>
<td>Student cites evidence and draws conclusions about the standard of living as influenced by the governmental structure of the nation.</td>
<td>Student cites evidence and draws conclusions about the standard of living as influenced by the governmental structure of the nation.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Scale Criteria</th>
<th>Below Expectation</th>
<th>Needs Improvement</th>
<th>Meets Expectation</th>
<th>Exceeds Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students produce a product that is attractive.</strong></td>
<td>Use of font, color, graphics, effects, etc., but these often distract from the presentation of content.</td>
<td>Makes use of font, color, graphics, effects, etc., but occasionally these detract from the presentation of content.</td>
<td>Makes good use of font, color, graphics, effects etc. to enhance the newspaper.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the newspaper.</td>
</tr>
<tr>
<td><strong>Students produce a product that is organized.</strong></td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
<td>Content is logically organized for the most part.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
</tr>
<tr>
<td><strong>Awareness of Audience</strong></td>
<td>Vocabulary and graphics are not understandable or appropriate for audience.</td>
<td>One of the aspects of the final product (vocabulary and graphics) is not understandable or appropriate for audience</td>
<td>Information is clearly presented, understandable and appropriate for the audience.</td>
<td>Information is clearly presented, understandable and appropriate for the audience. Vocabulary and graphics enhance presentation.</td>
</tr>
<tr>
<td><strong>Point of View - Purpose</strong></td>
<td>It was difficult to figure out the purpose of the product.</td>
<td>The purpose is somewhat clear but many aspects of the product seem only slightly related.</td>
<td>Establishes a purpose at the beginning, but occasionally wanders from that focus.</td>
<td>Product establishes a purpose at the beginning and maintains that focus throughout! Cohesive newspaper!</td>
</tr>
</tbody>
</table>
Resources for Unit

http://www.pbs.org/wnet/africa/index.html  Africa
www.cia.gov
http://www.galileo.usg.edu  Georgia’s Virtual Library (media specialist has monthly password)

*This unit was created by Sasha Baker, LaShonda Grier, and Laura Kennedy with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council.

* This unit was revised by LaShonda Grier, Sharon King, Robert Meaders, Dumaka Moultrie, Wynette Neal, Dr. Robin Smith with input from Dr. Bill Cranshaw, and Shaun Owen, and updated on August 23, 2008.
## The “S” Factor

<table>
<thead>
<tr>
<th></th>
<th>Sahara</th>
<th>Savanna</th>
<th>Sahel</th>
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</thead>
<tbody>
<tr>
<td><strong>Physical Characteristics</strong></td>
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<td><strong>Population Distribution</strong></td>
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<td><strong>Types of Jobs</strong></td>
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<td><strong>Modes of Transportation</strong></td>
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