World Geography Unit 4: Sub-Saharan Africa

Elaborated Unit Focus

In this unit, students will understand the roles of physical and cultural geography and the relationship between physical and human features in Sub-Saharan Africa. Students will develop an understanding of the role of physical and human systems in shaping population distribution, urbanization, migration, ethnic and religious diversity, drought, desertification, and political developments by using a Performance Task. Using Unit Connecting Themes, students will understand how culture - the product of religion, beliefs, customs, traditions and government - influences decision-making. The Unit Connecting Theme of human-environmental interaction will help students understand how physical features such as mountains and bodies of water are linked to human features such as development and population patterns. The Unit Connecting Theme of location will help students understand that the specific place that a people reside affects the development of the society’s economy, culture, and development. The Unit Connecting Theme of movement – movement or migration of people and ideas affects all societies involved. The Unit Connecting Theme of production, distribution, consumption – of goods/services produced by the society is affected by the location, customs, beliefs, and laws of the society.

Standards/Elements

The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

a. Describe the location of major physical features and their impact on Sub-Saharan Africa.
b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.
c. Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization.
d. Explain how Sub-Saharan Africa’s physical features have had an impact on the distribution of its population.
e. Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa.
f. Analyze strengths and weaknesses in the development of Sub-Saharan Africa; include factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy.
g. Describe the ethnic and religious groups in Sub-Saharan Africa; include major customs and traditions.
h. Analyze the impact of drought and desertification on Sub-Saharan Africa.
### Enduring Understandings/Essential Questions

The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- How can we show that the following factors: linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy create culture? (4f)
- What ethnic and religious groups are in Sub-Saharan Africa; include major customs and traditions? (4g)

The student will understand that humans, their society, and the environment affect each other.
- How does Sub-Saharan Africa’s physical features impact the distribution of its population? (4d)
- How does Sub-Saharan Africa’s physical features impact the distribution of its population? (4d)
- What influence does drought and desertification have on Sub-Saharan Africa in the present and future? (4g)

The student will understand that location affects a society’s economy, culture, and development.
- How does physical geography impact human geography? (4a)
- How is the location of major physical features related to a society’s economy, culture, and development? (4a)
- In what ways are African countries adapting to climate change in daily life? (4b)
- In what ways are African countries adapting to climate change in daily life? (4b)

The student will understand that the movement or migration of people and ideas affects all societies involved.
- How has the pattern of population distribution in the countries of Sub-Saharan Africa changed due to urbanization and modernization? (4c)
- How has the migration of people such as the Bantu and Zulu had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa? (4e)

The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- What conclusions can you draw from factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy impacting the development of Sub-Saharan Africa? (4f)

*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.
<table>
<thead>
<tr>
<th>Balanced Assessment Plan</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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<td><strong>Description of Assessment</strong></td>
<td><strong>4a - h</strong></td>
<td>* Observation</td>
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<tr>
<td><strong>Introductory Activity to Unit 4</strong></td>
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<td>* Dialogue and Discussion</td>
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<td><strong>Students brainstorm using an Africa Jot Sheet (see attached). Allow the students 2 minutes to jot down their perceptions of Africa.</strong></td>
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<td>* Constructed Response</td>
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<td><strong>Students share their brainstorming results with a partner. Just tell them to turn to a person near them and share their jot sheet. Allow 2 minutes.</strong></td>
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<td>* Summary paragraph</td>
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<td><strong>As a large group create a graphic organizer on the board/overhead/computer screen of the students’ perceptions. Then ask a series of questions such as: “What stereotypes did more than one of you have about Africa?” Are there similarities between Africa and Georgia?” “How can we discover what is fact, opinion or just incorrect perceptions that we have about Africa?” At this point create a list of the students’ suggestions.</strong></td>
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<td>* Self-Assessment</td>
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<td><strong>Have the students read: <em>The Shape of Africa</em> by Jared Diamond in the National Geographic Magazine – September 2005. Students will write a summary paragraph about the shape of Africa. Instruct the students to include three things that they wonder about…(website listed in resources for unit)</strong></td>
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<td><strong>Draw a sketch map, from memory, of Africa. Display for all students: an overhead, globe, or flat wall map of Africa. Provide the students with a blank map of Africa and instruct the students to label the physical features of Africa. Then ask the following or similar types of questions: “What bodies of water are in or around Africa?” What natural physical features are in and around Africa? How would the water features impact the people of Africa? How would the physical features impact the people of Africa? (At this point the focus is on the physical features of Africa at a later point we will add in the political features.)</strong></td>
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<td><strong>Source for maps to hand out to students --- <a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a></strong></td>
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<td><strong>Students will then write a reflection using their maps, class discussion, and readings from their text for the following: Describe the location of major physical features and the impact on the continent of Africa.</strong></td>
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- Students will use their textbook, atlas, encyclopedia, or internet to research the major climates of Africa. Each student will create a chart that lists the climates with a description.
- On their map – have the students create a key and color in the major climate zones of Africa.
- On a political map – Have the students label the countries that make-up Africa.
- Students will use the Weather Channel to research the weather conditions in this region of the world. Have each student write a weather report -- from a teacher designated country or climate zone -- for that day or week.

www.weather.com/common/welcomepage/world.html

- Class discussion – “In what ways do people in – name a region or country - adapt to climate change in their daily life?” “Why is it important to understand how climate change impacts the economics of a society?” “To what extent has natural climate shifts impacted human societies?”

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<th>4b</th>
<th><em>Observation</em></th>
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<tr>
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<td><em>Textbook - reading</em></td>
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<td><em>weather report</em></td>
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<td><em>Multiple choice quiz or test</em></td>
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<td><em>Map work</em></td>
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<td><em>Essay</em></td>
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<td><em>Multiple choice quiz or test</em></td>
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<td><em>Self-Assessment</em></td>
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<td><em>Summary paper</em></td>
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- Students will use their textbook, internet sources listed below, and other sources to analyze the strengths and weaknesses of development in Sub-Saharan Africa. Their research will focus on linguistic, tribal and religious diversity, literacy levels and the colonial legacy.
- Students will use their textbook, internet sources listed below, and other sources to describe the ethnic and religious groups in Sub-Saharan Africa; include major customs and traditions.
- Students will prepare a research poster that demonstrates the impact of linguistic, tribal and religious diversity, literacy levels and the colonial legacy also to include ethnic and religious groups and their major customs and traditions. (See below for website assistance for research poster layout.) Have students post their research posters in the classroom or other prominent place in the school for other students to read.

| 4f,g | * Dialogue and Discussion  
* Self-Assessment  
* Essay Test or Journal Writing  
* Research poster |
| 4h   | * Observation  
* Dialogue and Discussion  
* Self-Assessment  
* Interview questions  
* Newspaper article |

- Students pretend they are a reporter on assignment for the Atlanta Journal Constitution (AJC) newspaper. They will be working out of the Niamey, Niger office to study impact of drought and desertification on the Sahel.
- Students will attend a conference hosted in Niamey by the current leadership to discuss solutions for the continuing spread southward of the Sahara desert. Prior to attending the conference they are to complete research on the impact of drought and desertification in Sub-Saharan Africa. Then, they are to formulate appropriate research-based questions for country leaders in this world region related to addressing drought and desertification concerns in Sub-Saharan Africa. They will submit their list of questions to the bureau chief (teacher) prior to attending the conference.
- After the conference they are to compose a newspaper article titled: Drought and Desertification in Sub-Saharan Africa -- which will discuss the impacts on this region.
Performance Task for Unit 4 – Decisions! Decisions! Decisions! (** As many high school students are attending conferences today - both in and out of school - with clubs and various private groups this activity provides them the opportunity to have a mock conference in the classroom.)

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<tr>
<th>4, a-h</th>
<th>*Observation *Discussion and Dialogue *Team Presentations *Topic PowerPoint *Written report on research topic</th>
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<tr>
<td>4, a - h</td>
<td>Final Unit Evaluation</td>
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At the conclusion of Unit 4 – the students will be given a cumulative test which includes vocabulary, multiple choice, short answer, and/or essay.

FOR SAMPLE PERFORMANCE TASKS FOR THIS UNIT, PLEASE VISIT
http://www.georgiastandards.org/socialstudiesframework.aspx

Resources

Community Resources
- Local Library
- National Geographic Magazines – past issues
  - National Geographic -- Africa – Special Issue - September 2005
- Aramco News
- Current History
- History Magazine
- Social Education – Official journal of National Council for the SS
- Geography Education Standards Project, Geography for Life: National Geography Standards

On-line Resources for Research for Cultural Briefing:
- Cable News Network http://www.cnn.com/WORLD/africa/archive
- Southern Center for International Studies http://www.southerncenter.org
  - The Southern Center for International Studies (SCIS), founded in 1962, is a non-profit educational institution based in Atlanta, Georgia. The primary mission of SCIS is to internationalize the thinking of the American public.
  - Africa in Transition
- National Geographic Education http://www.nationalgeographic.com/education
• National Geographic Society  
  http://www.nationalgeographic.com/magazine

• National Geographic Expeditions  
  http://www.nationalgeographic.com/xpeditions/lessons
  Lessons plans using the 18 Geography Standards. Grade levels K-2, 3-5, 6-8 And 9-12.

• National Geographic Magazine – September 2005  
  *The Shape of Africa by Jared Diamond

• Population Reference Bureau (PRB)  
  http://www.prb.org
  PRB informs people around the world about population, health and the environment, and empowers them to use that information to advance the well-being of current and future generations.

• National Council for the Social Studies  
  www.socialstudies.org

• World Wise Schools --- Peace Corps  
  www.peacecorps.gov
  Classroom resources based on Peace Corps Volunteer Experiences

• Library of Congress  
  http://lcweb2.loc.gov/frd/cs/
  This Web site contains the online versions of books previously published (1988-98) in hard copy by the Federal Research Division of the Library of Congress under the Country Studies/Area Handbook Program sponsored by the U.S. Department of the Army. Because the original intent of the series’ sponsor was to focus primarily on lesser-known areas of the world or regions in which U.S. forces might be deployed, the series is not all-inclusive. At present, 101 countries and regions are covered. The date of information for each country appears on the title page of each country and at the end of each section of text.

• Advice on designing scientific posters from Swarthmore College  
  http://www.swarthmore.edu/NatSci/cpurrin1/posteradvice.htm
  A scientific poster is a large document that can communicate your research at a scientific meeting, and is composed of a short title, an introduction to your burning question, an overview of your trendy experimental approach, your amazing results, some insightful discussion of aforementioned results, a listing of previously published articles that are important to your research, and some brief acknowledgement of the tremendous assistance and financial support conned from others—if all text is kept to a minimum, a person could fully read your poster in under 10 minutes.

• African Union  
  -- www.africa-union.org
  International organization founded as the Organization of African Unity to Promote cooperation among the independent nations of Africa.

• U.S. Department of State  
  These publications include facts about the land, people, history, government, political conditions, economy, and foreign relations of independent states, some dependencies, and areas of special sovereignty. The Background Notes are updated/revised by the Office of Electronic Information and Publications of the Bureau of Public Affairs as they are received from the Department’s regional bureaus and are added to the database of the Department of State website you are now using.
  http://www.state.gov/r/pa/ei/bgn/
*This unit was created by Cathy Powell and Nadine Wright with additional input from Dr. Bill Cranshaw, Chris Cannon, Marlo Mong, Sarah Brown, and the Social Studies Advisory Council. It was updated 09/01/2008.