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)
- 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)
- How is the location of climate zones related to a society’s economy, culture, and development? (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>Description of Assessment</th>
<th>Standard/Element</th>
<th>Type of Assessment</th>
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<tbody>
<tr>
<td>• Introductory Activity to Unit 4</td>
<td>4a - h</td>
<td>* Observation</td>
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<tr>
<td>• Students brainstorm using an Africa Jot Sheet (see attached). Allow the students 2 minutes to jot down their perceptions of Africa.</td>
<td></td>
<td>* Dialogue and Discussion</td>
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<tr>
<td>• 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.</td>
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<td>* Constructed Response</td>
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<tr>
<td>• 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.</td>
<td></td>
<td>* Summary paragraph</td>
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<tr>
<td>• 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)</td>
<td></td>
<td>* Self-Assessment</td>
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<tr>
<td>• 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.)</td>
<td>4a</td>
<td>* Observation</td>
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<tr>
<td>• Source for maps to hand out to students --- <a href="http://www.nationalgeographic.com/xpeditions/atlas/">http://www.nationalgeographic.com/xpeditions/atlas/</a></td>
<td></td>
<td>* Dialogue and Discussion</td>
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<tr>
<td>• 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.</td>
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<td>* Map work</td>
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<td>* Textbook - reading</td>
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<td></td>
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<td>* Self-Assessment - Reflection</td>
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<td></td>
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<td>* Matching or Multiple choice test</td>
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**One Stop Shop For Educators**

- 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.  
- 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?”

| 4b | * Observation  
* Textbook - reading  
* Dialogue and Discussion  
* Map work  
* weather report  
* Multiple choice quiz or test |
|---|---|

- Students will find maps of the region that show the pattern of population distribution of the countries of Sub-Saharan Africa. Based upon research and data, students will create a population distribution map that shows the areas of Sub-Saharan Africa that had the greatest increase in urbanization and modernization.
- Students compare and contrast the demographic statistics to draw conclusions and make generalizations over time about population distribution.
- Have students use their previous research and maps to complete an essay that explains how Sub-Saharan physical features have had an impact on the distribution of its population.

| 4c,d | * Observation  
* Dialogue and Discussion  
* Self-Assessment  
* Map work  
* Essay  
* Multiple choice quiz or test |
|---|---|

- Students will research why the Bantu and Zulu peoples migrated. With a partner have the students create a map that displays the movement of the Bantu and Zulu. The partners will prepare a timeline to attach to their map. In a summary prepared by the partners, they will analyze how the migration of these two groups impacted the economic, cultural, and political aspects of Sub-Saharan Africa.

| 4e | * Observation  
* Dialogue and Discussion  
* Constructed Response  
* Self-Assessment  
* Summary paper |
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<tbody>
<tr>
<td>4f,g</td>
<td>* Dialogue and Discussion * Self-Assessment * Essay Test or Journal Writing * Research poster</td>
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<tr>
<td><strong>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.</strong></td>
<td></td>
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<tr>
<td><strong>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.</strong></td>
<td></td>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<th>4h</th>
<th>* Observation * Dialogue and Discussion * Self-Assessment * Interview questions * Newspaper article</th>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td><strong>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.</strong></td>
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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.)

| **4, a-h** | *Observation*  
| **Discussion and Dialogue** | *Team Presentations*  
| **Topic PowerPoint** | *Written report on research topic* |

At the conclusion of Unit 4 – the students will be given a cumulative test which includes vocabulary, multiple choice, short answer, and/or essay.

| **4, a - h** | Final Unit Evaluation |

Performance Task for Unit 4: Decisions! Decisions! Decisions!

**Enduring Understandings:**
- The student will understand that the:
  - culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
  - humans, their society, and the environment affect each other.
  - location affects a society’s economy, culture, and development.
  - movement or migration of people and ideas affects all societies involved.
  - production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Standards: SSWG 4 a – h

As a member of a team preparing to present in a break-out session at a Sub-Saharan African Issues Conference, you and your team members will choose an African issue to research and present. You will demonstrate your knowledge of a specific Sub-Saharan African Issue through preparing a research-based presentation that includes a supporting PowerPoint.

- Teams will be created by the teacher.
- Each team will choose one topic from a prepared list of issues.
- Each team will prepare and present their issue to leaders from African countries at a mock Sub-Saharan African conference, to be hosted in Nairobi, Kenya.
- This activity requires the team to synthesize prior knowledge learned in the Unit 4 readings and activities along with completing further research on the chosen topic. Each team will be required to present both the historical and modern impact of their chosen topic on Sub-Saharan Africa.
- Each group will be responsible for designing a PowerPoint to use in their presentation.
African Issues:

- **Sustainable Agriculture** – How can we curb desertification?
- **AIDS Orphans** – What type(s) of impact does AIDS Orphans have on economic stability?
- **Refugees** – What changes would you make to help refugees return home?
- **Child Labor** – Human trafficking – What would happen if human trafficking was ended?
- **Child Soldiers** – Do you agree with the use of children as soldiers?
- **Conflict Diamonds** – What influence does the mining of diamonds have on African governments?
- **Decolonization** – How would you evaluate the impact of Decolonization?
- **Disease** - What is the burden of disease in the Sub-Saharan Africa?

** Teachers may choose other topics to add to the list.

- In class the students will present their research and PowerPoint to the class.
- Post Conference Flyer on classroom door prior to the Mock conference (see attached)
- Teacher will begin the conference by presenting a short keynote address – topic of their choosing relating to the conference focus – Issues in Sub-Saharan Africa (i.e. Stability within Sub-Saharan Africa will lead to economic success, Apartheid’s impact on South Africa, Rwandan - Lessons the world has learned from the1994 genocide)
- Allow each group a specified amount of time for their presentation – suggested 10 minutes
- In order to truly emulate a conference - prepare and hand out a conference schedule (see sample attached sheet).
- Instruct the students to take notes during the break-out sessions.

At the conclusion of the conference the students will be required to turn in a typed report to the committee that sent them to present at the conference. Their typed report will include information on all the break-out sessions they attended.

**Map and Globe Skills:** 4,6,7,8,11,12

**Information Processing Skills:** 1,2,6,8,9,11,12,14,15,16

**Note concerning rubrics:** Each performance task is accompanied by two rubrics: a content rubric and a product rubric. The content rubric (with bolded borders) 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>Criteria Scale</th>
<th>1 Below Standard</th>
<th>2 Needs Improvement</th>
<th>3 Meets Standard</th>
<th>4 Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyzes how location affects the Sub-Saharan African Issue.</strong></td>
<td>Incorrectly explains how location affects the Sub-Saharan African Issue. Merely lists or restates the areas of impact to the Sub-Saharan African Issue.</td>
<td>Correctly explains the impact of location, but the explanations are vague. Does not use specific examples to support analysis. Correctly explains impacts of location on the Sub-Saharan African Issue</td>
<td>Clearly explains the impact of location. Uses specific examples to explain the impacts of location. Explains impacts of location on economy, culture and development based on the Sub-Saharan African Issue.</td>
<td>Everything in a 3 PLUS: Incorporates and thoroughly explains how the Sub-Saharan African Issue impacts analysis.</td>
</tr>
<tr>
<td>Criteria</td>
<td>Scale</td>
<td>1 Below Expectation</td>
<td>2 Needs Improvement</td>
<td>3 Meets Expectation</td>
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</tr>
<tr>
<td>Students produce a product that is attractive.</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 presentation.</td>
<td>Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.</td>
</tr>
<tr>
<td>Students produce a product that is organized.</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>Students produce a product that exhibits proper mechanics.</td>
<td>More than 4 errors are spelling or grammar.</td>
<td>Four misspellings and/or grammatical errors.</td>
<td>Three or fewer misspellings and/or grammatical errors.</td>
<td>No misspellings or grammatical errors.</td>
</tr>
<tr>
<td>Demonstrates the Sub-Saharan African Issue through the inclusion of a PowerPoint for the presentation.</td>
<td>Does not include a PowerPoint for the presentation.</td>
<td>PowerPoint presentation does not adequately support research data.</td>
<td>PowerPoint clearly supports the Sub-Saharan African issue. Includes 3 maps, charts, and graphs as supporting evidence.</td>
<td>Everything in a 3 PLUS: PowerPoint clearly supports the Sub-Saharan African issue. Includes 5 maps, charts, and graphs as supporting evidence.</td>
</tr>
<tr>
<td>Presentation for Sub-Saharan African Issue.</td>
<td>Presentation is not organized, thorough or cohesive. Terms and concepts are not clarified for the audience. It is of an inappropriate length.</td>
<td>Presentation needs work with its organization, thoroughness, and cohesiveness. All terms and concepts are not clarified for the audience. Presentation is almost the appropriate length.</td>
<td>Presentation is organized, thorough, and cohesive. Uses original approach. Terms and concepts are clarified for the audience. Sources used enhanced understanding of the topic. Presentation is of appropriate length.</td>
<td>Presentation is highly organized, thorough, and cohesive. Uses original approach effectively. Terms and concepts are fully clarified for the audience. Sources used greatly enhanced understanding of the topic. Presentation is of appropriate length.</td>
</tr>
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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:

- Southern Center for International Studies [http://www.southerncenter.org](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 Society [http://www.nationalgeographic.com/magazine](http://www.nationalgeographic.com/magazine)
  
  Lessons plans using the 18 Geography Standards. Grade levels K-2, 3-5, 6-8 And 9-12.
  
  *The Shape of Africa* by Jared Diamond
- Population Reference Bureau (PRB) [http://www.prb.org](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.
  - Population Bulletin (Vol. 61, No. 1 – March 2006)– The Global Challenge Of HIV and AIDS
- National Council for the Social Studies [www.socialstudies.org](http://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  
  Internaitonal 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 10/18/2007.*
Sub-Saharan Africa Conference
Issues of Concern for future development

Monday, December 3, 2007
Grand Regency Hotel
Nairobi, Kenya

Presiders: Wangari Muta Maatha - Nobel Peace Prize Laureate
Denis Sassou Nguesso of Congo Brazzaville – African Union
Andrew Young – Past Ambassador to the United Nations

8:00 – 8:15 a.m. Opening Plenary Session Banquet Hall
Presider: Wangari Muta Maatha
Facilitators: Name and title
Name and title

Keynote Address
Teacher’s Name

8:15 – 8:25 a.m. Sustainable Agriculture
How can we curb desertification?

8:30 – 8:40 a.m. AIDS Orphans
What type(s) of impact does AIDS Orphans have on economic stability?

8:45 – 8:50 a.m. Refugees
What changes would you make to help refugees return home?

9:00 – 9:30 a.m. Guest speaker – Name, title and topic
Coffee, Tea, and pastries
Sub-Saharan Africa Conference

Issues of Concern for future development

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Nairobi, Kenya

Co-Sponsored by
African Union
United Nations