



Unit Title: African Culture

Enduring Understanding: African Culture

**Standards to Address in Unit:**

**Social Studies:**

**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.

**SS7H1 The student will analyze continuity and change in Africa leading to the 21<sup>st</sup> century.**

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
- b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
- c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.
- d. Explain the impact of the Pan-African movement.

**Common Core**

**L6-8RH7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in texts.

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experin or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**L6-8RST7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

**L6-8WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experin technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.

**ASSESSMENTS:**

<b>Diagnostic:</b>	<b>Formative:</b> Q & A from PowerPoint Review of Questions Class Discussion Day	<b>Summative:</b> African Culture Quiz
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**Essential Questions:**  
Evaluate the diversity of religions and ethnic groups within Africa

**Vocabulary:**  
Ethnic group, religious group, diversity, Arab, Ashanti, Bantu, Swahili, literacy rate, standard of living.  
European partitioning, civil war, artificial political boundaries, Imperialism, “Scrabble For Africa,” Berlin Conference, nationalism, apartheid Nelson Mandela, F.W.de Klerk, Pan-African movement.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Objective</b>	<b>Compare and contrast the diversity of people within Africa.</b>	<b>Compare and contrast the diversity of people within Africa.</b>	<b>Evaluate the impact of imperialism on the continent of Africa.</b>	<b>Evaluate the impact of imperialism on the continent of Africa.</b>	<b>Evaluate the impact of imperialism on the continent of Africa.</b>
<b>Warm-up</b> Getting students ready to learn	<b>Get out reading sheets and questions for homework check. Pick your favorite/most interesting part.</b>	<b>Write Down Homework and get ready for African Cultures Quiz</b>	<ul style="list-style-type: none"> <li>• Write down vocab</li> <li>• Unpack the standards from this unit.</li> </ul>	<b>Describe one reason for European interest in Africa.</b>	<b>Scrabble for Africa Activity or Alien invasion Activity</b>
<b>Lesson</b> Releasing students to do the work	<b>Class discussion and review of different African Cultures</b>	<b>Africa Culture Quiz</b>	<b>African History and Imperialism PowerPoint</b>	<b>Imperialism and Nationalism reading and Questions in groups— Students can choose which articles to read.</b>	<b>Class discussion</b>
<b>Wrap-up</b> Helping	<b>Students Questions for Quiz.</b>	<b>Start on Homework</b>	<b>Q &amp; A on Imperialism, Nationalism and independence Movements</b>		<b>Concluding class discussion</b>
<b>Home work</b>	<b>Study for Quiz tomorrow</b>	<b>Read pages 185-197 and take notes. Define key vocab: Due Friday</b>	<b>Read pages 185-197 and take notes. Define key vocab: Due Friday</b>	<b>Readings and Questions Due Tomorrow.</b>	
<b>Differentiation</b>	<b>Questions are asked to different students at different levels.</b>			<b>→Student choice on which articles to read</b>	<b>Questions are asked to different students at different levels. Kinetic, visual and auditory resources are used.</b>