



Unit Title: African Culture
Enduring Understanding: African Culture

Standards to Address in Unit:

Social Studies:
SS7H1 The student will analyze continuity and change in Africa leading to the 21st 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/ experiments 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/ experiments 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.
- 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:

Diagnostic:	Formative: Q & A from PowerPoint Review of Questions Class Discussion Day	Summative: Socratic Seminar Create Outline study tool
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Essential Questions:

Evaluate the diversity of religions and ethnic groups within Africa

Vocabulary:

European partitioning, civil war, artificial political boundaries, Imperialism, "Scrabble For Africa," Berlin Conference, nationalism, apartheid Nelson Mandela, F.W.de Klerk, Pan-African movement, Homelands, Bantustan, Segregation, Civil Rights Movement

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Objective		Investigate the implications of Apartheid in South Africa and discuss and write responses based on powerpoint lecture and readings.	Investigate the implications of Apartheid in South Africa and discuss and write responses based on powerpoint lecture and readings.	Investigate the implications of Apartheid in South Africa and discuss and write responses based on powerpoint lecture and readings.	Create a written outline evaluating Imperialism, Nationalism, Independence and Continuing conflict and their impact on Africa through discussion with partner and reading sources.
War m-up Gettin		Write Down Language and learning objectives.	Write Down Vocabulary and break into groups	Get ready to begin Socratic Seminar	Pick up Essay Rubric and read over directions silently
Lesson Releasing students to do the work		Apartheid Powerpoint	South Africa Reading and Questions +Pairs create outline with cause and effects of Apartheid	Socratic Seminar on Apartheid	Break into partners and begin working on your outline for your test on Tuesday
Wrap-up Helping		Review learning objective	Review Learning Objective	Concluding class statements on implications of Apartheid	Discuss remaining questions with your partner-work on for homework
Homework		None	Finish Packet for homework	Begin Studying for test Tuesday January 29th	Begin Studying for test Tuesday January 29th
Differentiation		Visuals, auditory and written lecture	Readings include charts, maps, primary and secondary sources	Questions are asked in various rigor and topic based on student interest and ability.	Groups are assigned by teacher based on academic ability and compatibility.