



**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 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/ 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

**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
<b>Objective</b>	<b>Investigate the implications of Apartheid in South Africa and discuss and write responses based on powerpoint lecture and readings.</b>	Create a written outline evaluating Imperialism, Nationalism, Independence and Continuing conflict and their impact on Africa through discussion with partner and reading sources.	Create a written outline evaluating Imperialism, Nationalism, Independence and Continuing conflict and their impact on Africa through discussion with partner and reading sources.	The student will analyze continuity and change in Africa leading to the 21 <sup>st</sup> century through writing an essay with citations from readings and auditory lectures.	The student will analyze continuity and change in Africa leading to the 21 <sup>st</sup> century through writing an essay with citations from readings and auditory lectures.
<b>War m-up</b> Gettin	<b>Get ready to begin Socratic Seminar</b>	<b>Go over Study Guide</b>	<b>Review game</b>	<b>Review how to take a 2 part test.</b>	<b>Start Essay</b>
<b>Lesson</b> Releasing students to do the work	Socratic Seminar on Apartheid	<b>Break begin working on your outline or for your test on Tuesday. We have the Mobile Lab</b>	<b>Break begin working on your outline for your test on Tuesday. We have the Mobile Lab</b>	<b>Part 1: Multiple choice Test</b>  <b>Part 2: 3 Essay Questions (choice of 6)</b>	<b>Work on Essay portion of test</b>
<b>Wrap-up</b> Helping	<b>Concluding class statements on implications of Apartheid</b>	<b>Discuss remaining questions with me-work on for homework</b>	<b>Discuss remaining questions with me-work on for homework</b>	<b>Save work, we will finish test tomorrow.</b>	<b>Reading or Study Island Africa Governments and Economics</b>
<b>Home work</b>	<b>Begin Studying for test Tuesday January 29<sup>th</sup></b>	<b>Begin Studying for test Tuesday January 31<sup>st</sup> and Feb 1st</b>	<b>Begin Studying for test Tuesday January 31<sup>st</sup> and Feb 1st</b>	<b>None</b>	<b>TBA</b>
<b>Differentiation</b>	<b>Questions are asked in various rigor and topic based on student interest and ability.</b>	<b>Mobile lab is used for students who prefer technology. Readings include charts, maps, primary and secondary sources</b>	<b>Mobile lab is used for students who prefer technology. Readings include charts, maps, primary and secondary sources</b>	<b>Students are allowed a choice of essays. Multiple choice and written response. lab is used for students who prefer technology.</b>	<b>Students are allowed a choice of essays. Multiple choice and written response. lab is used for students who prefer technology.</b>