



Unit Title: African Culture

Enduring Understanding: African Culture

Standards to Address in Unit:

Social Studies:

Government/Civics Understandings SS7CG1 The student will compare and contrast various forms of government.

- Describe the ways government systems distribute power: unitary, confederation, and federal.
- Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG2 The student will explain the structures of the modern governments of Africa.

- Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.

SS7CG3 The student will analyze how politics in Africa impacts standard of living.

- Compare how various factors, including gender, affect access to education in Kenya and Sudan.
- Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

Economic Understandings SS7E1 The student will analyze different economic systems.

- Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
- Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- Compare and contrast the economic systems in South Africa and Nigeria.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

- Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
- Describe the role of entrepreneurship.

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:

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

- Finish Apartheid Presentations & Review Test
- Discuss Government and Economics Book Directions and get started
- KNAPP DUTY Day work on Blog in Computer Lab or work on Government/Econ Page
- Government and Economics Page + Econ Questions
- Review/remediate/present→ Quiz Monday

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
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Objective	Investigate the implications of Apartheid in South Africa through student presentations of Choice Board options and listening to peers	Jigsaw investigate different government and economic structures in Africa.	Work on current event blog on Africa to create a more in depth understanding of issues in Africa today.	Jigsaw investigate different government and economic structures in Africa.	Jigsaw investigate different government and economic structures in Africa.
Warm-up Getting students ready to	Get ready to begin Choice board presentations	Go over directions for creating the Government and Economics Book	Knapp Duty Day-log into computer	Break into small groups	Review Government and Economics Packets
Lesson Releasing students to do the work	Choice board presentations on Apartheid Review Test	Students begin working on Government and Economics Books	Break begin working on your Blog on Africa	Work on Book Page and Economics reading	Book presentations
Wrap-up Helping	Concluding class statements on implications of Apartheid	Clarify and Ask Questions	Submit your blog	Concluding questions	Questions for Quiz Monday
Homework	None	Begin working on presentations due Friday	Begin working on presentations due Friday	Begin working on presentations due Friday	Quiz on Monday
Differentiation	Students will remediate Test or work on enrichment activity	Students worked in teacher assigned groups based on data. Students had much flexibility in creating the final product.	Students are given a choice on what article to pick and are able to find something that captivates their interest.	Students worked in teacher assigned groups based on data. Students had much flexibility in creating the final product.	Students worked in teacher assigned groups based on data. Students had much flexibility in creating the final product.