

## d. December - Africa

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 2**  
Length: **6-8 weeks**  
Status: **Published**

### Unit Overview

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Introducing Africa

Exploring Land & Water

Locating Countries and Cities

Comparing Wet Regions and Dry Regions

The Sahara

The Nile

The People

Comparing Cultures

### Essential Questions

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Why do you think the continent of Africa was once called "the dark continent"?

Do any of the religions practiced in Africa celebrate Christmas?

Does the world need to help Africa with desertification programs?

Why is it important to know map scale when studying the large continent of Africa?

Why might North Africans and Sub-Saharan African cultures be studied in different ways?

What is the explanation for the different fauna & flora found on Madagascar?

How would you answer the question: Which country in Africa has the highest standard of living?

## **Content**

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Compare methods of preventing desertification.

Use map scale in map legends to measure distance.

Describe the continent.

Classify African countries & cities by location.

Locate the Sahara and the Sahel.

Compare and contrast two of Africa's major cultural groups.

Identify places using deductive reasoning.

Know the distinguishing characteristics of Africa's many regions.

Note how the terrain of Africa affected its history (A.D.650- today).

## **Skills**

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Improved drawing on Activity maps.

Improved essay-style answers to critical thinking questions.

Ability to classify countries according to location.

Ability to read and create symbols for map legends.

Ability to use scale for measuring distance to within 75 miles.

Identify factors leading to desertification.

Read maps to gather data on rainfall, land use, and population.

Use words or phrases to describe land and water in Africa's different regions.

Compare Africa's urban & rural way of life to ours in the U.S.

## **Assessments**

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Teacher's observation of class participation in discussions and lesson reviews.

Grades on outline maps of Africa.

Teacher's observation of partner Activity map work.

Grades on Atlas worksheets.

Grades on T.M. charts on from map data.

Grade on coloring physical maps of the Congo Basin vs. the Central region.

Grade on volunteering to read supplemental materials.

Test grade on "Reviewing Africa" Unit Review.

## **Lessons/Learning Scenarios**

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Draw a 3,000 mile journey through Africa; use scale and physical features to describe distance and landforms on your way.

Determine if plants, a stick fence, or stones are the best way to hold sand or soil from being blown away (eroding).

Watch a video about The Great Rift Valley.

Locate, explore, and share info about the Sahara, Atlas Mts., Madagascar, Nile R., Victoria Falls & Lake Victoria from the internet.

Brainstorm on adjectives used to describe geographical regions.

Watch video on the drought in the Sahel and other droughts since 1970s.

Show examples of the Arab influence on the Sub-Saharan culture groups.

Locate countries and cities in Africa. Practice lat. & long. for labeling the capital city's coordinates.

How do we judge a country's standard of living? Research, write & debate - people per car, adult literacy, life expectancy?

## **Standards**

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## **Resources**

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Nystrom World Atlas, T.M., Activity Maps with dry-erase markers, student atlases, Rand McNally Quick Reference World Atlas, Mark Twain Media Publishing Company's "Exploring Africa," Glencoe Our World Today reading & study skills WSs, and Glencoe McGraw-Hill Nat'l. Geog. videos from "The World and its

People" program for chapter videos (3-5 min.) listening exercises.