**Course Title – World Geography**

**Implement start year – 2014-2015**

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**Unit #6, topic – Sub-Saharan Africa: Transfer Goal:** The students will be able to independently use their learning to analyze the causes and effects of the interactions between human and environmental systems Sub-Saharan Africa.

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## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></th>
</tr>
</thead>
</table>
| 6.2.12.A.6.a Evaluate the role of international cooperation and multinational | ☑ Global Awareness  
| organizations in attempting to solve global issues. | ☑ Financial, Economic, Business and  
| | ☑ Entrepreneurial Literacy  
| | ☑ Civic Literacy  
| | ☑ Health Literacy  
| | ☑ Environmental Literacy |
| 6.2.12.B.6.a Determine the global impact of increased population growth, migration, | ☑ Global Awareness  
| and changes in urban-rural populations on natural resources and land use. | ☑ Financial, Economic, Business and  
| | ☑ Entrepreneurial Literacy  
| | ☑ Civic Literacy  
| | ☑ Health Literacy  
| | ☑ Environmental Literacy |
| 6.2.12.A.6.d Assess the effectiveness of responses by governments and international | ☑ Critical Thinking and Problem Solving  
| organizations to tensions resulting from ethnic, territorial, religious, and/or | ☑ Communication and Collaboration  
| nationalist differences. | |
| 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and | ☑ Information Literacy  
| developing nations, and evaluate the potential impact of these trends on the | ☑ Media Literacy  
| economy, political stability, and use of resources. | ☑ ICT (Information, Communications and  
| Technology) Literacy |

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### Enduring Understandings:

**EU 1**
Changing environmental factors (natural and man-made) influence the way people live, work, and interact.

**EU 2**
Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.

**EU 3**
Colonization and conflict has shaped the current socioeconomic, political and boundary structures in Sub-Saharan Africa.

### Essential Questions:

**EU 1**
- How do water systems impact weather, fauna, and people in the region?
- How do tribal groups interact and influence current political and economic structures in Sub-Saharan Africa?

**EU 2**
- How does the lack of or sporadic presence of natural resources lead to armed conflict between groups or nations in Sub-Saharan Africa?
- How does the relationship of human systems with wild fauna compare to other areas of the world?

**EU 3**
- How do disease and treatment of disease impact socioeconomic status in African nations?
- How do refugees and internally displaced peoples influence the political structures and action of governments in Sub-Saharan Africa?
<table>
<thead>
<tr>
<th>Knowledge: Students will know . . .</th>
<th>Skills: Students will be able to . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EU 1</strong></td>
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</tr>
<tr>
<td>- Specific landforms and water systems of Sub-Saharan Africa</td>
<td>- read various map projections</td>
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<tr>
<td>- Specific climatic zones</td>
<td>- create maps</td>
</tr>
<tr>
<td>- Pollution types, locations and growth</td>
<td>- use scale to calculate distance on a map</td>
</tr>
<tr>
<td>- Population distribution, growth and migration patterns</td>
<td>- create and interpret charts and graphs</td>
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<tr>
<td>- Unique cultural beliefs of regions within Sub-Saharan Africa</td>
<td>- utilize various research databases</td>
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<tr>
<td>- Growth of urbanization and population centers</td>
<td>- utilize various presentation tools</td>
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<tr>
<td>- Types of transportation systems and infrastructure</td>
<td>- orally present information to classmates</td>
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<tr>
<td>- Major tribal groups and locations</td>
<td>- interpret primary and secondary sources</td>
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<tr>
<td><strong>EU 2</strong></td>
<td><strong>EU 2</strong></td>
</tr>
<tr>
<td>- Specific natural resources and their dispersements in Sub-Saharan Africa</td>
<td>- research job markets</td>
</tr>
<tr>
<td>- The major flora and fauna groups that live and migrate within Sub-Saharan Africa</td>
<td>- interpret weather data</td>
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<tr>
<td>- Endangered and threatened species in the area</td>
<td>- utilize travel services (i.e. websites etc.)</td>
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<tr>
<td>- Different government styles that exist in Sub-Saharan Africa</td>
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</table>
• Effects of colonization on the political geography of the region.

Stage 2 – Assessment Evidence

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Tests/quizzes on vocab and basic information
- Create/Fill-in different types of maps (demographic, projections etc.)
- Ticket to Leave
- Objective and Subjective Essays
- Presentations (PowerPoint, Prezi)
- Class Discussions
- DBQ
- Creation of Charts and Graphs
- Timeline creation
- Film study and review
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Create a map of the different tribal groups in Sub-Saharan Africa (A)
- Role Play: Students will represent a European country and be given a portion of Africa to colonize. Students will analyze geographic resources, physical landforms and ethnic groups in the area. Students will make a determination if the area is suitable for colonization and explain why (T)
- Create a charity that addresses a current environmental issue in Sub-Saharan Africa (T)
- Labeling political and physical maps of the region (A)
- Create a travel brochure for a national park in an African nation (A)
- Teacher lecture and PowerPoints (A)
- Debate the pros and cons of European colonization in Africa (M)
- Class discussion on current issues in Sub-Saharan Africa (A,M)
- Create a photo journal of a trip to an African nation (A)
- Plan a safari. Explain the major natural sites that you would want to see. Identify areas of unrest or concern that you would try to avoid and create a map that you would follow (T)
- Design an infrastructure plan for a nation in Africa in order to expand communication, travel and their economy (T)
- Create a Photo Story project that shows the sporadic nature of rainfall and its impact within Sub-Saharan Africa (A)
- Reenact the events of the Berlin Conference of 1884 in a role play (M)
- Make a map of areas of origin and the diffusion of diseases in Africa (A)
- Read and discuss primary sources documents about the Rwandan and Congo genocides (A)
• Create a journal from the point of view of a health care worker and their struggles in Sub-Saharan Africa (M)
• Present an alternative (revision) view of history in which the slave trade did not occur (M)
• Create a map of the distribution of natural resources in Africa (A)
• Write an appeal from a refugee from an African nation trying to obtain entrance to the United States (M)
• Create a chart comparing cultural beliefs of a specific tribe in Sub-Saharan Africa to our own culture in New Jersey. Students will then discuss and reflect on the similarities and differences between the two groups (M)
• Watch, comment and discuss clips of Planet Earth, Human Planet or other relevant documentary (A)