

World Geography Curriculum Bundle #7

Title	Suggested Dates
Africa	January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Although African countries contain vast natural resources including diverse plants and animals, the legacy of colonialism continues to make economic development uneven and difficult. 	<ul style="list-style-type: none"> How does the history of colonization continue to affect African countries today, especially in terms of culture, conflict and ability to profit from their vast natural resources? What physical processes and relationships support different African biomes? How are people, places and the environment in Africa connected and interdependent?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</p> <p>WG.4A explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;</p>	<p>TEACHER NOTE: This was introduced in “Intro to Geography” and in The U.S. and Canada. Now students need to explain this in terms of African examples.</p> <p>Africa Climate Regions:</p> <ul style="list-style-type: none"> Tropical – tropical wet/dry, tropical wet Arid – desert, semi-arid Subtropical – Mediterranean, Marine west coast <p>TEACHER NOTE: Be sure to cover elevation, latitude, location near warm and cold ocean currents, position on continent, and relation to landforms (ex. Mountain ranges block moisture) as necessary within the specific regions.</p> <p>Specific landforms that should be mentioned in relation to climate include:</p> <ul style="list-style-type: none"> Plateaus – “Plateau continent,” Ethiopian Plateau Highlands – Ethiopian Highlands Congo, Niger, Nile Rivers—Deltas and dam Cold ocean currents off west coast helps create the Namib Desert (same effect as cold ocean currents off South America/Atacama) 	<p>Textbook pg 421</p> <p>Physical Geography/Climate of Africa Powerpoint</p> <p>United Streaming</p> <p><i>Global Warming: Predicting Climate Changes (05:33)</i></p> <p><i>Climate Changes (04:35)</i></p>

World Geography Curriculum Bundle #7

	Desert)	
<p>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</p> <p>WG.4C explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.</p>	<p>AFRICA (compare and contrast to this TEKS in Latin America)</p> <ul style="list-style-type: none"> • Desert (3 types) – Sahara, Namib, Kalahari • Savannah – Serengeti <p>Nearly 90% of Africa lies within the Tropic of Cancer and the Tropic of Capricorn. The vegetation consists of grasslands, rain forests, and a wide variety of plant life. This allows this area of the world to be a habitat for a large variety of animals.</p> <ul style="list-style-type: none"> • Climate regions within Africa mirror each other across the equator <p>Research the different biomes of areas:</p> <ul style="list-style-type: none"> • Tropical Grassland • Rainforest • Desert 	<p>Blue Planet Biomes Map:</p> <p>United Streaming <i>Fearless Planet: Sahara Desert (42:57)</i> <i>The Serengeti (16:51)</i></p>
<p>WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>WG.5A analyze how the character of a place is related to its political, economic, social, and cultural characteristics; and</p>	<p>AFRICA</p> <p>Political and cultural—colonization and effects</p> <ul style="list-style-type: none"> • Students will be able to identify how the culture of a country is influenced by the European power that colonized them, both during colonization and since independence. • Students will be able to explain the importance of the Berlin Conference, and the lasting impact of colonization on present-day African countries. • Analyze how the identity of a place is influenced by language, religion, and political and economic systems. For example: <ul style="list-style-type: none"> • Islam replacing Christianity as the dominant religion – Nigeria • Bantu Migration – spread of Bantu languages • Many former colonies have transitioned into dictatorships • Many African countries have become “one-commodity” countries 	<p>Textbook pg 448 Bantu Migrations Textbook pg 404 Colonialism in Africa European Colonialism Political Cartoon Cecil Rhodes Political Cartoon Maps 101 Africa 1914</p>
<p>WG.5 Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to:</p> <p>WG.5B analyze political, economic, social, and demographic data to determine the level of</p>	<p>Standard of living is a function of the level of development in a country, measured by factors such as the amount of personal income, levels of education, food consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p>AFRICA (compare and contrast to this TEKS in Latin America)</p> <p>Students should be able to compare the effects of colonization by the</p>	<p>CIA World Factbook (Standard of Living)</p> <ul style="list-style-type: none"> • Lesotho • South Africa • Eqypt • Sudan

World Geography Curriculum Bundle #7

<p>development and standard of living in nations.</p>	<p>Spanish in Latin America to the effects of colonization by other European powers in Africa.</p> <p>Students should be able to compare areas of high standards of living to areas of low standards of living, and the implications of different levels of development on the cultural, economic, and political characteristics of a region.</p>	
<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6A locate settlements and observe patterns in the size and distribution of cities using maps, graphics, and other information; and</p>	<p>Students should be able to identify patterns in factors of settlement such as such as coastlines, access to interior, access to water.</p> <p>Students should be able to identify densely populated regions including:</p> <ul style="list-style-type: none"> • Nigeria • Nile • Great Lakes • South Africa 	<p>Textbook pg 406 Population Distribution of Africa Map</p>
<p>WG.6 Geography. The student understands the types and patterns of settlement, the factors that affect where people settle, and processes of settlement development over time. The student is expected to:</p> <p>WG.6B explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.</p>	<p>Cities to be examined:</p> <ul style="list-style-type: none"> • Cairo, Egypt • Nairobi, Kenya • Cape Town, South Africa • Lagos, Nigeria <p>Students should be able to:</p> <ul style="list-style-type: none"> • Locate the above cities on a map • Understand why they are important cities based on their location • Look at patterns in size and distribution of cities (where cities are located within Africa) 	<p>Textbook pg 406 Population Distribution of Africa</p>
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8C describe the impact of and analyze the</p>	<p>EAST AFRICA Drought: Periods of drought in Sudan and the Horn of Africa have created the loss of vegetation used for grazing. As livestock dies people migrate to other areas so that their animals might graze. Over grazing of these areas lead to the desertification of land.</p>	<p>United Streaming Video Clip “Natural Disasters and Famine in Africa” (5:38)</p>

World Geography Curriculum Bundle #7

<p>reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes; and</p>	<p>TEACHER NOTE: Students should be able to identify the relationship between the human interaction with the land and the resulting consequences (drought leads to famine in primarily agricultural societies with little options for other types of economic activities).</p>	
<p>WG.8 Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to:</p> <p>WG.8D analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.</p>	<p>AFRICA Students will examine population density maps and maps of natural resources for Africa and be able to identify the relationship between major settlements and the availability of resources, and the relationship between resources and economic and political conditions.</p>	<p>Population Density Map Textbook pg 419 Economic Activities Map Economic Activity in Africa Map http://teacherweb.ftl.pinecrest.edu/snyderd/APHG/projects/MUN-BC/maps/economy.jpg</p>
<p>WG.12 Economics. The student understands the economic importance of, and issues related to, the location and management of key natural resources. The student is expected to:</p> <p>WG.12A compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;</p>	<p>Compare what's valuable at different times</p> <ul style="list-style-type: none"> • salt/gold • spice • oil • commodities <p>Available resources Available trade routes</p>	<p>Textbook pg 442 Empires of West Africa 1050-1500 map -Salt and Gold Trade Routes</p> <p>Trade Routes and Commodities, 500-1500 map</p> <p>Sailing Around Africa Map</p> <p>History of Africa (SubSaharan Africa to 1500, Kingdoms and Trade Routes)</p>
<p>WG.14 Government. The student understands the geographic processes that influence political divisions, relationships, and policies. The student is expected to:</p> <p>WG.14A analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions;</p>	<p>AFRICA</p> <ul style="list-style-type: none"> • Berlin Conference • Political boundaries after European countries withdraw <p>Human Processes – Cultural distribution of citizens</p> <ul style="list-style-type: none"> • Sub-Saharan Africa vs. North Africa • Arab vs. African cultures <p>Physical Processes – River, mountain and other natural boundaries</p> <ul style="list-style-type: none"> • The Sahara as a natural boundary between different cultures 	<p>Ethnic Boundaries and Political Boundaries in Africa Textbook pg 469 Traditional Ethnic Boundaries of Africa</p>
<p>WG.15 Citizenship. The student understands</p>	<p>AFRICA</p>	<p>United Streaming Video Clip</p>

World Geography Curriculum Bundle #7

<p>how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15B explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs; and</p>	<p>South Africa - Apartheid</p> <ul style="list-style-type: none"> • Apartheid compared to Jim Crow in U.S. <p>Central Africa – Citizenship procedures are lacking because these countries were organized because of colonialism with no consideration for ethnic diversity or tribal relationship and the governments in power are usually corrupt and weak.</p>	<ul style="list-style-type: none"> • Slavery, Society and Apartheid <ul style="list-style-type: none"> -Apartheid Takes Hold 6:12 -The End of Apartheid 5:52
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15C compare different points of view on geographic issues.</p>	<p>AFRICA</p> <p>Aswan High Dam—electricity, Nile flooding, artificial fertilizers used downstream, three times the agricultural output</p> <p>Conservation of the land vs. traditional way of life – Maasai farmers in East Africa</p> <p>TEACHER NOTE: Could mention the controversy of the opening of the Kinshasa highway contributing to the spread of AIDS</p>	<p>Textbook pg 466 AIDS in Africa Map Textbook pg 426 Aswan High Dam</p> <p>United Streaming Video Clip</p> <ul style="list-style-type: none"> • Earth Science Land and Water <ul style="list-style-type: none"> -Dams 2:55 <p>Background Information on Aswan High Dam and Pros and Cons</p> <p>Science Daily Article: Maasai Settlements and the effects on animal populations</p> <p>Information on Social Structure of Maasai</p>