



Lesson Plans Digital Booklet

Table of Contents

| | |
|---|----|
| Introduction..... | 3 |
| Unit Two: Studying Africa through Social Studies..... | 4 |
| Module Six..... | 5 |
| Location..... | 6 |
| Africa’s Rivers and Lakes..... | 7 |
| Topography, Vegetation, and Climate..... | 8 |
| Africa’s Natural Resources..... | 10 |
| Movement..... | 11 |
| Project..... | 12 |
| Handouts and Worksheets..... | 14 |
| Answer Keys..... | 30 |

Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Two

Studying Africa through Social Studies

Module Six: African Geography

Geography is a subject that “bridges” the natural sciences and the social sciences (which in school we refer to as the social studies) in the study of the physical, or natural, and human dimensions of the world. Geography is the study of the interconnection between people, places, and the environment.

Geographers have identified five important themes in the study of geography. This lesson will introduce these themes with special reference to the study of the geography of Africa.

Module Six

Location

Africa's Rivers and Lakes

Topography, Vegetation, and Climate

Africa's Natural Resources

Movement

Project

Location

| | |
|-------------------|---|
| Time Needed | Approx. 30 minutes |
| Prior Knowledge | Basic knowledge of reading maps |
| Lesson Assessment | Formative: participation, handout |
| Standards | CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i> |
| Materials Needed | Location Worksheet ¹ , pencil |

Objectives

Students will be able to...

- Make inferences about human activity in Africa based on a map

| Time | Learning Task | Methods or Procedures |
|--------|--|--|
| 10 Min | Students answer questions on Location worksheet | Individual or small group work; teacher passes out worksheet, and monitors student work. Move on to next task when students have finished the worksheet. |
| 10 Min | Ask the class: <i>Based on Africa's global location (as projected on the map), do you think that Africa has a long history of active contact (trade, migration, exchange of ideas) with other regions of the world? OR do you think that until recently (the past 300 years) Africa has been isolated from other regions of the world? Give as many reasons as you can for your answer.</i> | Whole class discussion: teacher poses question to class and facilitates discussion |
| 10 Min | Ask the class: <i>Based on the information provided on the map, with which two continents do you think people and societies in Africa had the longest contact? Why? Which regions of Africa do you think had the earliest contact with other regions of the world? Why?</i> | Whole class discussion: teacher poses question to class and facilitates discussion |

¹ Handouts and Worksheets, pg. 15

Africa's Rivers and Lakes

| | |
|--------------------------|---|
| Time Needed | Approximately 20 Minutes |
| Prior Knowledge | Basic knowledge of reading maps |
| Lesson Assessment | Formative: participation, handout |
| Standards | CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i> |
| Materials Needed | Africa Political Map handout ² , Africa's Rivers and Lakes handout ³ , pencil, notebook/paper |

Objectives

Students will be able to...

- Locate rivers and lakes on a map of Africa
- Make connections between the relationship of population density and geographic patterns

| Time | Learning Task | Methods or Procedures |
|--------|--|---|
| 10 Min | Students answer questions from Rivers and Lakes handout on a separate piece of paper. | Individual or small group work: teacher passes out both handouts, instructs students to answer questions on notebook paper, and monitors student work. |
| 5 Min | Ask the class: <i>Where do you believe most people in Africa live? Why?</i> | Whole class discussion: teacher asks question, and prompts deeper thinking. E.g. if students say in South Eastern Africa because there are more rivers and lakes, ask why people would want to live near bodies of water. |
| 5 Min. | Writing Prompt: <i>Imagine living in North Central or North West Africa, away from major rivers and lakes. What would life be like? What are some of the challenges you would have to face? How would it be different than if you were to live next to a major lake or river?</i> | Teacher gives prompt and instructs students to write response on same sheet of paper as answers to the worksheet questions. After time has ended, instruct students to put political map of Africa in their folders for future use. |

² Handouts and Worksheets, pg. 16

³ Handouts and Worksheets, pg. 17

Topography, Vegetation, and Climate

| | |
|--------------------------|---|
| Time Needed | Approx. 45 Minutes |
| Prior Knowledge | Basic knowledge of reading maps |
| Lesson Assessment | Formative: participation, handout |
| Standards | CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i> |
| Materials Needed | Pencil, Handouts: Physical Map ⁴ , Vegetation Maps ⁵ , Interpreting a Physical Map ⁶ |

Objectives

Students will be able to...

- Evaluate a map of physical features of Africa
- Determine how geography affects the people of Africa

| Time | Learning Task | Methods or Procedures |
|---------|--|--|
| 5 Min. | Teacher passes out the handouts and gives instructions | Teacher gives instructions; students will work alone or in partners to examine two maps of Africa and fill out the chart on interpreting physical maps. In the examples column, they will write examples in Africa of the given physical feature (e.g. The Sahara Desert for deserts). In population distribution, they will make an educated guess of how many people they believe live in these types of regions. In the Lifestyle column, students speculate what jobs people may have and different aspects of culture such as what sports may be played there. Remind students that their answers don't have to be completely accurate. |
| 20 Min. | Students work on chart. | Teacher monitors and answers questions as needed. |
| 15 Min. | After most students have finished the | Whole class discussion; teacher facilitates |

⁴ Handouts and Worksheets, pg. 18

⁵ Handouts and Worksheets, pg. 19

⁶ Handouts and Worksheets, pg. 20

| | | |
|--------|--|---|
| | <p>worksheet, ask the class the following questions: <i>How would you describe the physical landscape of Africa? Where do you believe most people in Africa live? Why? How do the different physical environments affect the way people live? Give examples.</i></p> | <p>discussion and provides further prompting if needed, but does not give answers to the questions asked, allowing students to do so.</p> |
| 5 Min. | <p>Students turn in charts, and teacher reminds students that geography and maps can give us a lot of clues about how people live around the world, and encourages them to do more independent research at home if they are interested in learning more.</p> | <p>Teacher collects charts and wraps up the activity.</p> |

Africa's Natural Resources

| | |
|--------------------------|--|
| Time Needed | Approx. 20 Minutes |
| Prior Knowledge | Imports and exports |
| Lesson Assessment | Formative: class participation, worksheet |
| Standards | CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> D2.Geo.11.6-8 <i>Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</i> |
| Materials Needed | Africa's Natural Resources Worksheet ⁷ , pencil, whiteboard |

Objectives

Students will be able to...

- Determine Africa's major natural resources
- Evaluate maps to learn about a country

| Time | Learning Task | Methods or Procedures |
|---------|--|---|
| 5 Min. | Ask class the question: <i>What goods do you believe are exported from Africa to other countries?</i> | Whole class discussion: students brainstorm answers and teacher writes them on the board. |
| 10 Min. | Pass out the Africa's Natural Resources worksheet. Students work individually or in pairs to complete it. Students may also get out their political map of Africa for help naming countries. | Individual/partner student work. Teacher walks around while students work on the worksheet. |
| 5 Min. | Ask the class the following questions: <i>Were any of the goods that we wrote on the board on the maps? Were there any goods on the maps that surprised you? Why?</i> | Whole class discussion: teacher circles items on the board that students also found on their maps, and uses a different color to write down items that were surprising. |

Movement

| | |
|-------------------|--|
| Time Needed | Approximately 1 hour |
| Prior Knowledge | None needed |
| Lesson Assessment | Formative: Completed timeline and graphic organizer |
| Standards | <p>CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p> <p>D2.Geo.2.6-8 <i>Use maps, satellite images, and other representations to explain relationships between the locations of places and regions and changes in their environmental characteristics</i></p> |
| Materials Needed | Access to the Exploring Africa Website, pencil, Graphic Organizers ⁸ |

Objectives

Students will be able to...

- Use technology to read and find answers
- Fill out a graphic organizer to help visually organize the lesson
- Explain the causes and consequences of the movement of people, ideas, and goods within, to, and from Africa and other locations.

| Time | Learning Task | Methods or Procedures |
|---------|---|---|
| 5 Min. | Students receive graphic organizers, receive instructions, and get on Exploring Africa | Individual student work; teacher distributes graphic organizers to each student; give instructions (Go to Unit 2 Module 6 Activity 5 and follow the instructions on the page) |
| 45 Min. | Students read through the information on the page, filling out their corresponding graphic organizers as they do so. | Individual student work; teacher monitors and assists as needed. |
| 10 Min. | Ask the class the following questions: <i>What are some of the reasons for movements of people, goods, and ideas?</i> <i>What were some of the impacts of the movements –on the people, the destination, and the place of origin?</i> | Class discussion: Teacher asks the questions and facilitates discussion |

Project -PSA Brochure

| | |
|--------------------------|---|
| Time Needed | Approx. 2 Days |
| Prior Knowledge | Completion of the other activities in this module |
| Lesson Assessment | Formative: observation of group work and participation Summative: collected brochures |
| Standards | CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</i> D2.Geo.4.6-8 <i>Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distance places</i> |
| Materials Needed | PSA Brochure Project handout ⁹ , Stop Rhino Poaching example brochure ¹⁰ , projector, paper, coloring utensils |

Objectives

Students will be able to...

- Conduct research
- Present information
- Understand the impact of human population on the environment

*Notes: Before class, teacher should collaborate with school librarian, principal, or other teachers to see if completed brochures can be displayed somewhere in the school for other students, parents, and staff can peruse them.

| Time | Learning Task | Methods or Procedures |
|---------|---|--|
| Day One | | |
| 10 min | Intro to Project: Teacher passes out project handout and students find a partner to work with | (Before class, teacher prints out and folds the example brochure).Teacher hands out the assignment sheet to each student and instructs them to choose a partner to work with. Teacher reads through the assignment sheet aloud and then displays the example brochure up on the projector. |
| 25 Min | Computer research time: students now go into the computer lab (or alternative) to research more about environmental issues in Africa and choose a topic. Once | Partner work: teacher monitors and assists when students need. Students are also allowed to come up and view the example brochure more closely. |

⁹ Handouts and Worksheets, pg. 27

¹⁰ Handouts and Worksheets, pg. 28-29

| | | |
|---------|--|---|
| | they have chosen a topic, they should do more specific research on that topic, while taking notes, and formulating ideas for their brochure. | |
| 10 Min | Group Planning: back in the classroom, students have time to plan how they want to create their brochure (by hand or on the computer) and if they will need to collaborate outside of the classroom. Once they've decided, they can begin to map out their ideas for the brochure on a piece of notebook paper. | Teacher monitors and observes, answering questions when asked. |
| Day Two | | |
| 5 Min. | Set Up: Students go into the computer lab and get materials organized to begin constructing their brochures. | Teacher facilitates and directs to promote a productive working environment |
| 35 Min. | Production Time: Students work on making their brochures. | Teacher monitors and answers questions as needed |
| 5 Min. | Wrap-up: It is now up to teacher's discretion whether or not the students will need one more class period to continue their brochure work. Otherwise, instruct students to complete the brochure outside of class. The brochure should be collected by the teacher on the assigned due date, and then displayed in the school. | Teacher instructs class on how/when to finish the brochure, and collects it when it is turned in. |

Handouts and Worksheets

| | |
|--|-------|
| Location Worksheet..... | 15 |
| Africa Political Map..... | 16 |
| Africa’s Rivers and Lakes..... | 17 |
| Physical Map of Africa..... | 18 |
| Vegetation map of Africa..... | 19 |
| Interpreting a Physical Map..... | 20 |
| Africa’s Natural Resources..... | 21-22 |
| Early African History Graphic Organizer..... | 23 |
| Slave Trade Graphic Organizer..... | 24 |
| Colonial Africa Graphic Organizer..... | 25 |
| Postcolonial Africa Graphic Organizer..... | 26 |
| PSA Brochure Project Handout..... | 27 |
| Stop Rhino Poaching Example Brochure..... | 28-29 |

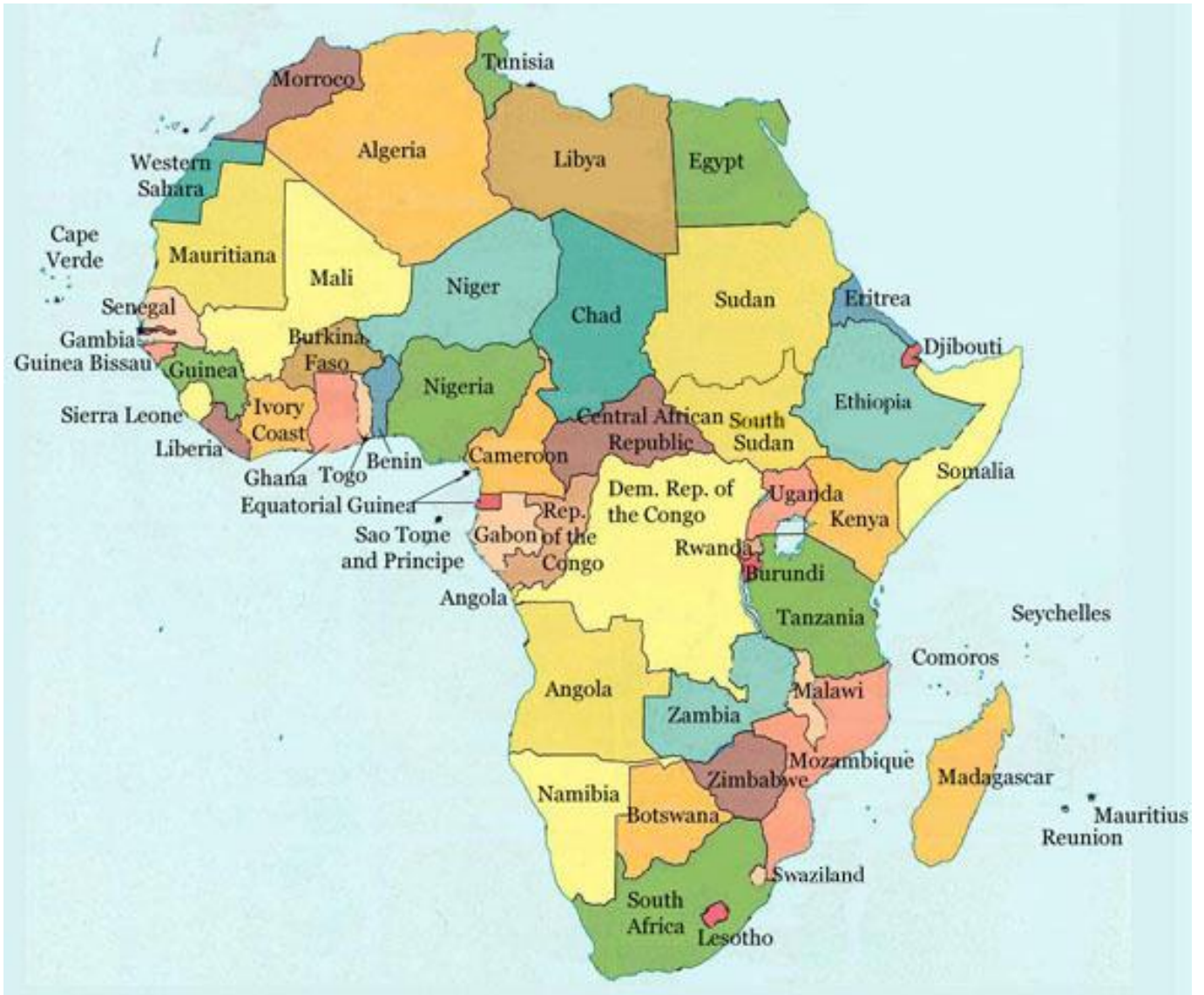
Location Worksheet



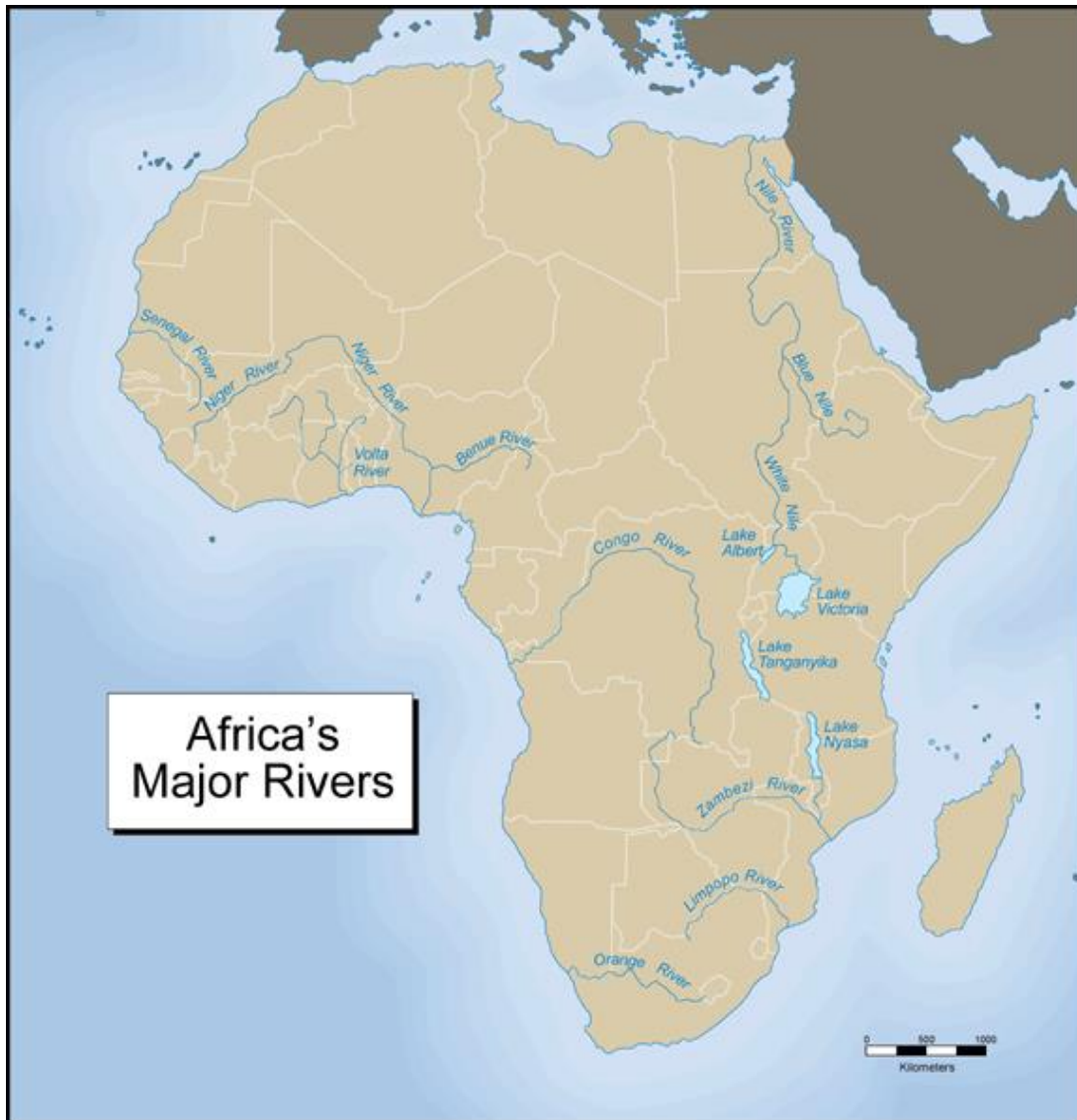
Questions:

1. Rank the continents according to size
2. Which ocean borders Africa to the West? To the East?
3. What continent is connected to Africa by a land bridge?
4. What is the virtual line that divides the world into the Northern and Southern hemispheres called? What is the virtual line that divides the world into the Eastern and Western hemispheres called?
5. What continent(s) occupies spaces in all four hemispheres?

Africa Political Map



Africa's Rivers and Lakes



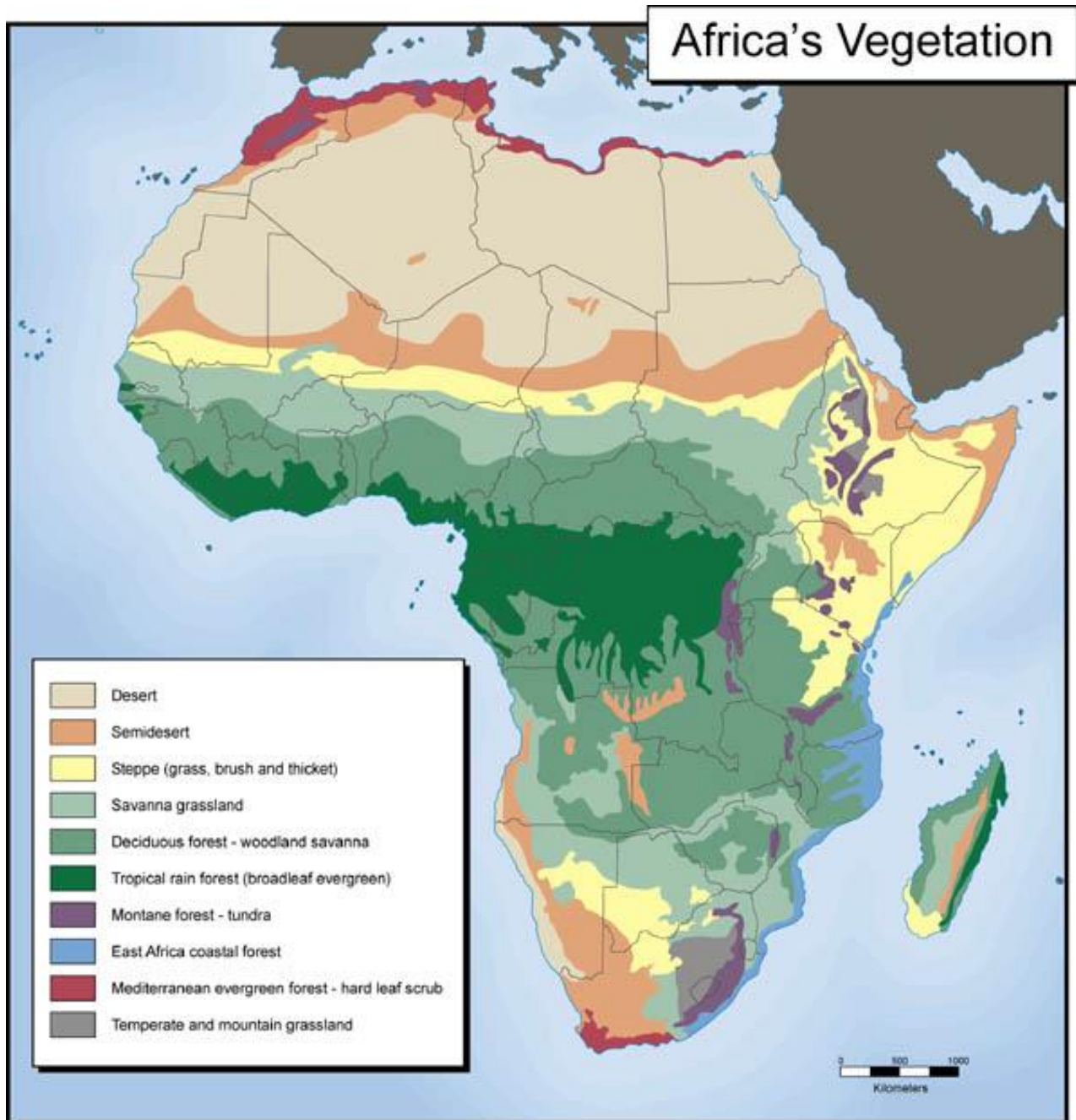
Questions:

1. Name the main rivers in Africa.
2. Name the main lakes in Africa.
3. What is the largest lake in Africa? What countries border this lake?
4. What is the longest river in Africa?
5. What region has no rivers flowing through it? Why?
6. Geographers sometimes refer to rivers and lakes as the great highways of Africa. How are lakes and rivers similar to highways?
7. What resources, if any, do rivers and lakes provide?

Physical Map of Africa



Vegetation Map of Africa



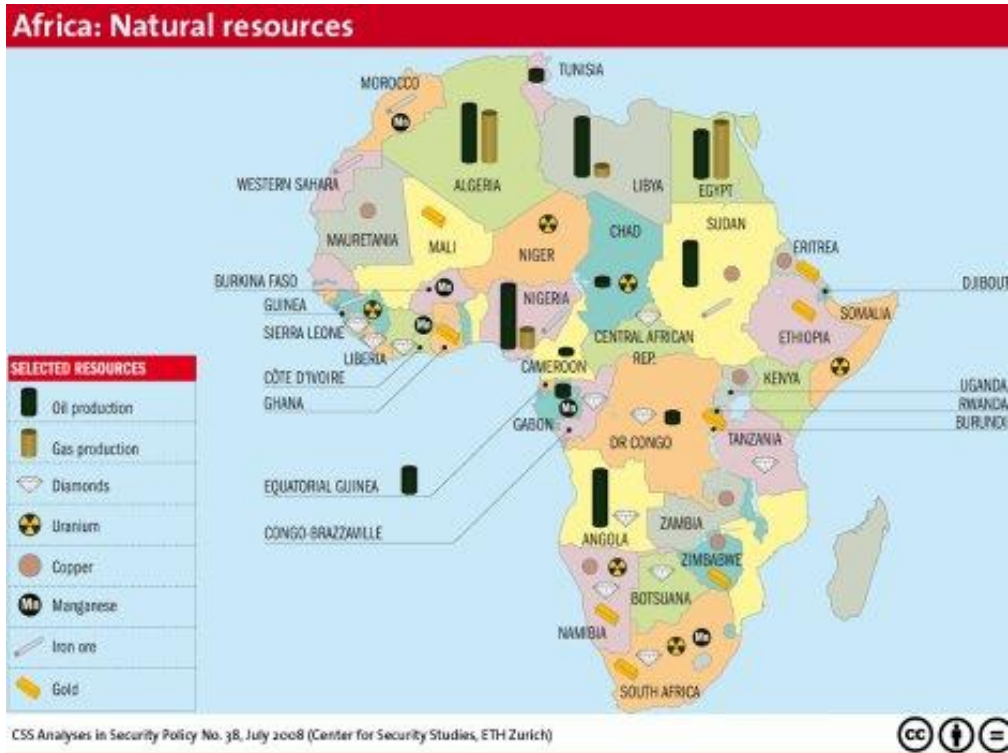
Interpreting a Physical Map

| Physical Feature: | Examples: | Population Distribution: | Possible Careers and Lifestyles: |
|----------------------------------|------------------|---------------------------------|---|
| Deserts | | | |
| Tropical Rain Forest | | | |
| Mountains/High Elevation | | | |
| Steppe and Savanna Grasslands | (None needed) | | |

Africa's Natural Resources

Use the two maps to answer the following questions





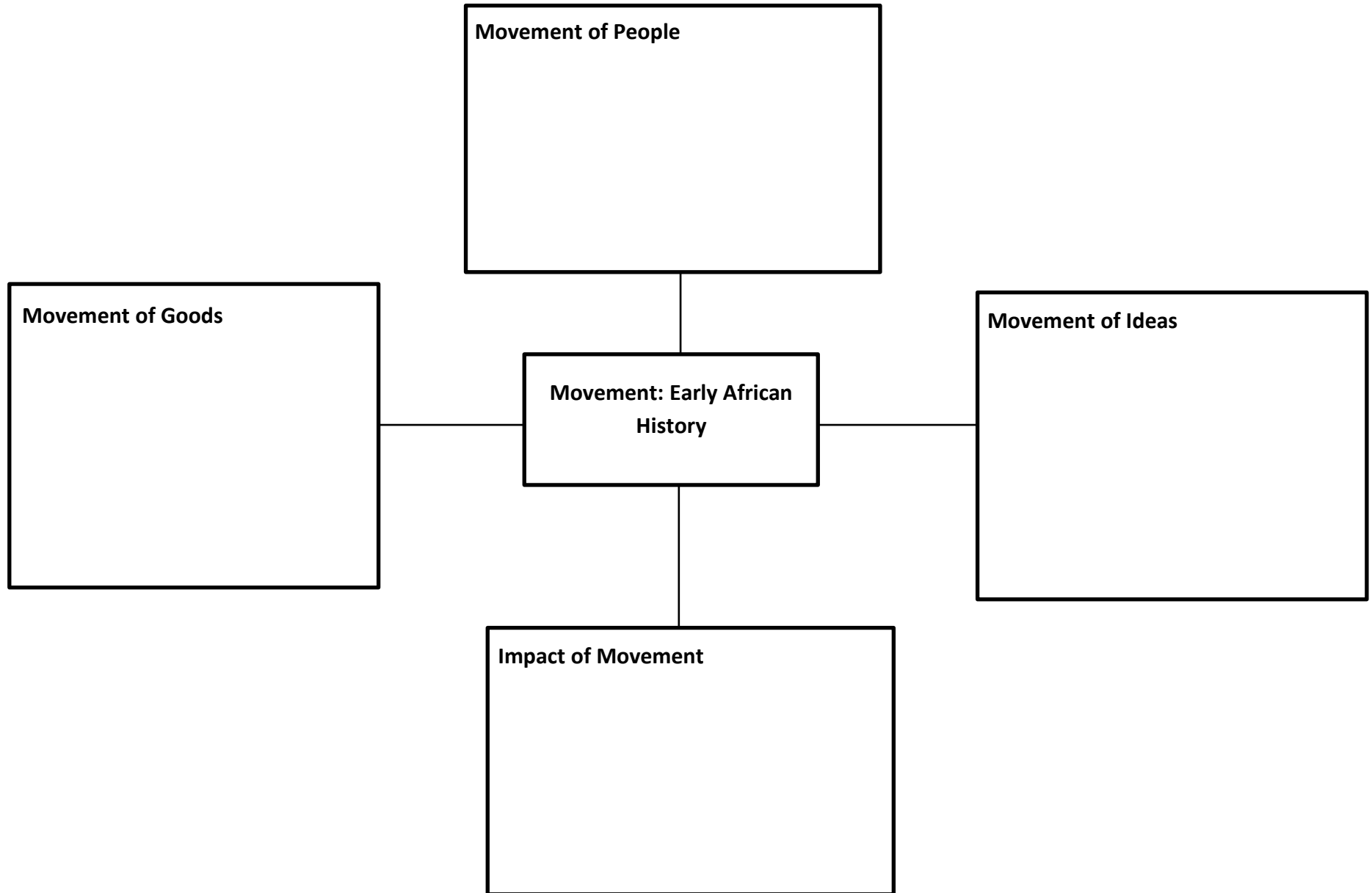
Questions:

What resources appear the most on the maps?

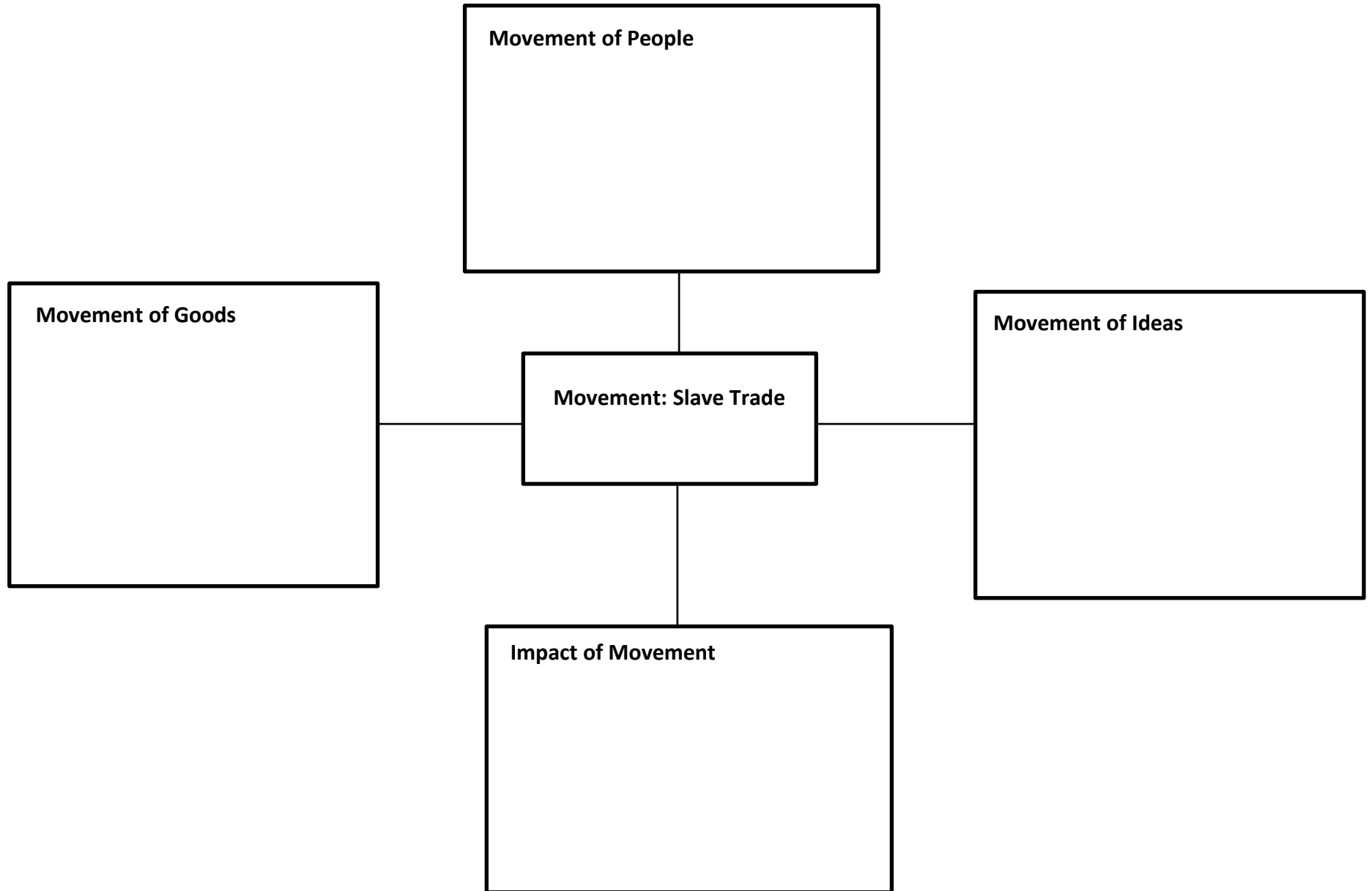
List five countries that produce diamonds. What region are most of these countries located in?

List four countries that produce both oil and gas. Where are these countries located?

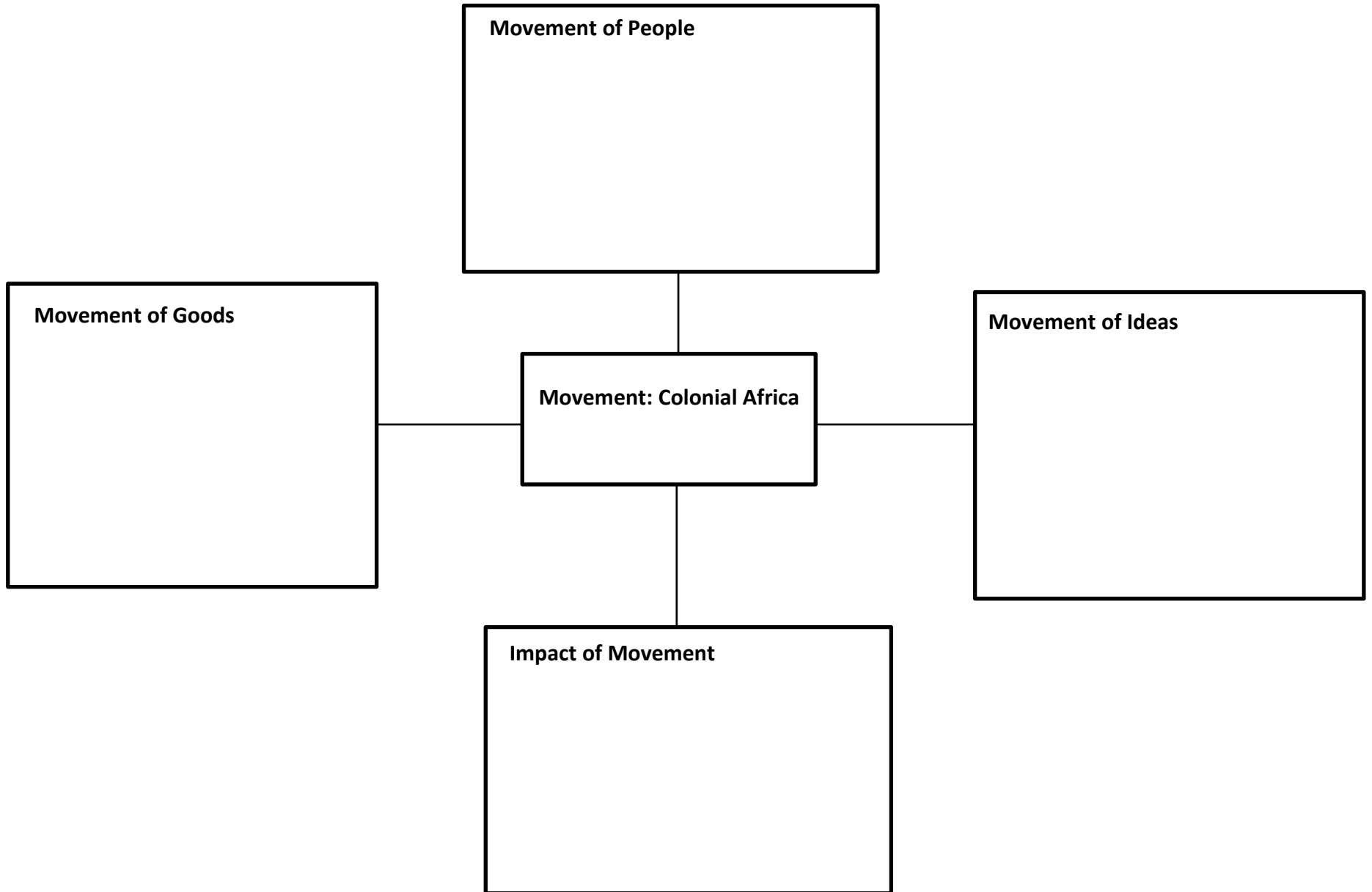
Early African History Graphic Organizer



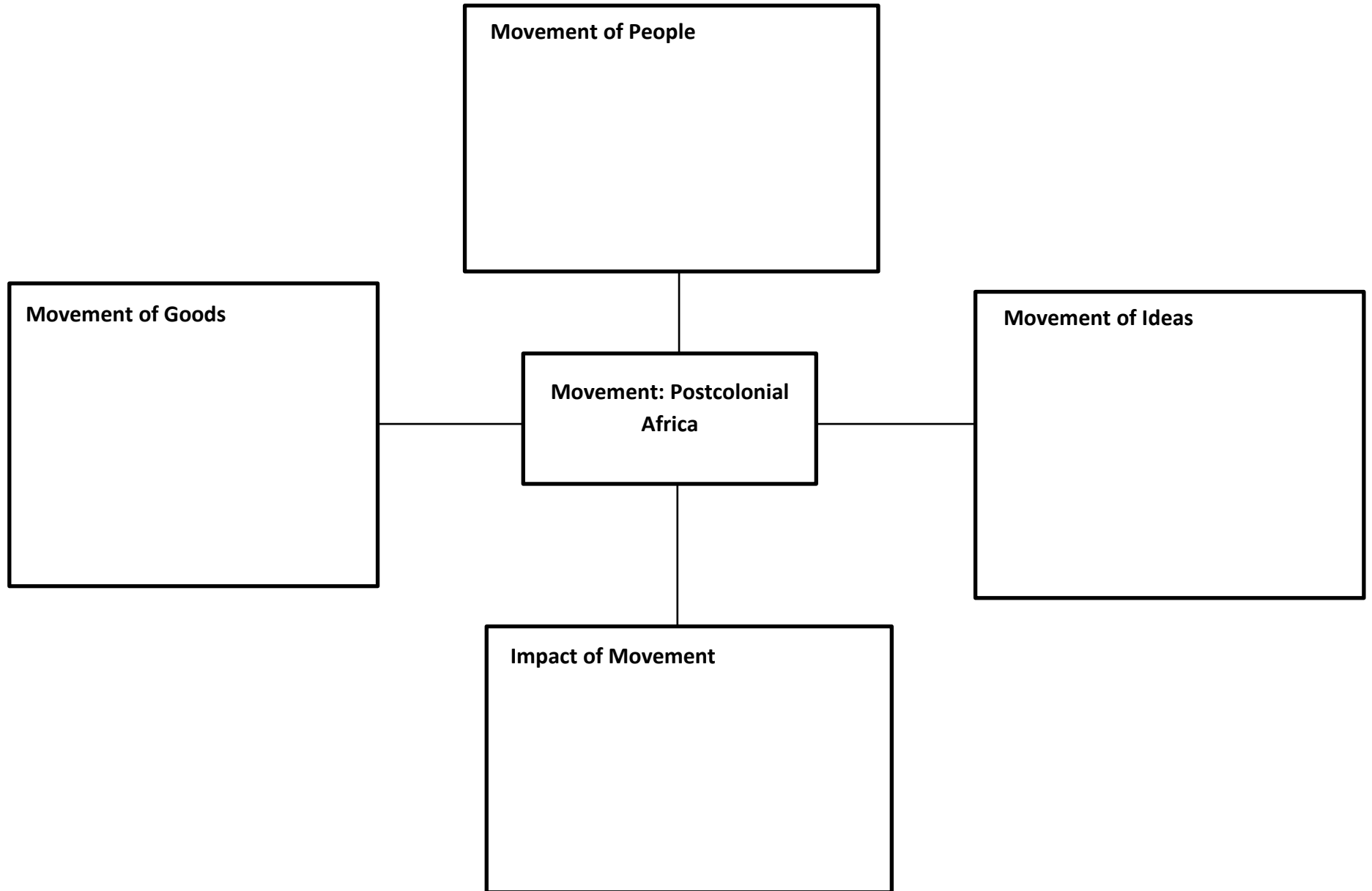
Slave Trade Graphic Organizer



Colonial Africa Graphic Organizer



Postcolonial Africa Graphic Organizer



PSA Brochure Project Handout

Names of people in my group: _____

Due Date: _____

Assignment: You and a partner will work together to create public service announcement about one of the many different environmental issues that confront different areas of Africa.

Mode: This project will take the form of a trifold brochure. This can be done by hand or using a brochure template on Word. Include pictures (which can be hand-drawn or printed out if the brochure is done by hand!)

Purpose: To inform readers of the impact of human interaction on the environment. These brochures will be displayed in the school for other students, teachers, and visitors to read.

Situation: Human-environmental interaction is a two way affair. Land, natural resources, climate, and vegetation impact the way people live, and human societies and exploitation of resources can permanently and harmfully affect the environment. We want to help people realize Africa's environmental issues.

Instructions:

With your partner, choose an environmental issue in Africa to investigate, and create a trifold brochure that includes the following:

- Research and current news about the environmental issue
- Causes of the issue
- Future effects/problems the issue may create
- Ways to prevent/help the issue

Research:

Possible research topics include: soil erosion, water pollution, toxic waste, air pollution, acid rain, waste management, endangered species/wild-life management, or choose your own topic.

Once you have chosen a topic, spend time on the internet researching it. Take notes or print out any relevant pages!

A starting point for your research could be found at one of the following websites:

- <http://exploringafrica.matrix.msu.edu/featured-stories-of-the-month/>
- <http://exploringafrica.matrix.msu.edu/environment/>

What Can We Do?

- Educate others about the causes and effects of rhino poaching
- Spread the word, and raise your own voice to the cause
- Don't buy products made from rhino horn –if there is no demand for the product, then there will be no reason to continue poaching
- Donate to the cause!
There are many rhino conservation groups that could use funding. Groups like Rhino Force sell bracelets that raise awareness, and the proceeds support the cause



Unite against
poaching

Stop Rhino Poaching



*Save the rhino.
They won't
make it
without you*

The Facts & Current News

- Rhinos once had a worldwide population of 500,000, and were abundant in Africa and Asia
- Now, the animals are growing close to extinction, with all five rhino species on the list of threatened species, and three of the five species classified as critically endangered
- Most of the world's rhino population now lives on reserves and conservation sites instead of in the wild

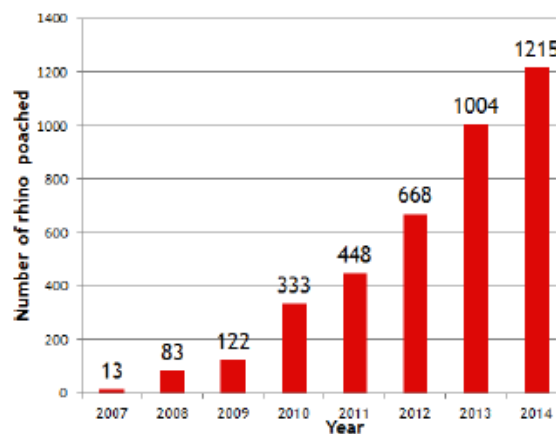
Causes

- Poachers kill rhinos to sell the ivory horns
- Recently, Asian countries such as Vietnam have become a huge market for rhino horn, due to a false belief that it carries medicinal properties
- Ivory is also used as a status symbol, to make things such as daggers, cups, buttons, belts, hair pins, etc. to display wealth and power.
- Globalization has made it easier to establish illegal trade routes
- The growing demand for rhino horn has increased the number of poachers – more demand means more people willing to risk illegal trade

Effects

- It is predicted that by 2018, more rhinos will be killed annually than will be born. This means that rhinos would go extinct in the very near future.
- **Can you imagine a world without rhinos?**
- Effects on the savannah ecosystem –research has shown that the extinction of herbivores unbalances the ecosystem dynamics, and can lead to the extinction of many plant species, decreasing the biodiversity of plant life
- Effects on the economy: one of Africa's largest eco-tourist attractions is conservation reserves for its diverse wildlife. Without unique animals, Africa will lose many tourists, largely affecting the monetary income from this market.

Recorded Number of Rhinos Poached in South Africa



Answer Keys and Examples

| | |
|--|----|
| Location Worksheet..... | 31 |
| Africa’s Rivers and Lakes..... | 32 |
| Interpreting a Physical Map..... | 33 |
| Africa’s Natural Resources..... | 34 |
| Early African History Graphic Organizer..... | 35 |
| Slave Trade Graphic Organizer..... | 36 |
| Colonial Africa Graphic Organizer..... | 37 |
| Postcolonial Africa Graphic Organizer..... | 38 |

Location

Worksheet Questions:

Rank the continents according to size

Answer: From largest to smallest –Asia, Africa, North America, South America, Antarctica, Europe, Australia

Which ocean borders Africa to the West? To the East?

Answer: The Atlantic Ocean borders Africa to the West and the Indian Ocean borders Africa to the East

What continent is connected to Africa by a land bridge?

Answer: Asia is connected to Africa via a land bridge

What is the virtual line that divides the world into the Northern and Southern hemispheres called? What is the virtual line that divides the world into the Eastern and Western hemispheres called?

Answer: The equator divides the world into the Northern and Southern hemispheres, and the Prime Meridian divides the world into the Eastern and Western hemispheres

What continent(s) occupies spaces in all four hemispheres?

Answer: Africa is the only one

Discussion Questions:

Based on Africa's global location (as projected on the map), do you think that Africa has a long history of active contact (trade, migration, exchange of ideas) with other regions of the world? OR do you think that until recently (the past 300 years) Africa has been isolated from other regions of the world?

Answer: Africa's geographic proximity to Europe and Asia facilitated the movement of people, goods, and services between these three regions for a long time.

Based on the information provided on the map, with which two continents do you think people and societies in Africa had the longest contact? Why? Which regions of Africa do you think had the earliest contact with other regions of the world? Why?

Answer: People in Africa have had the longest contact with Asia and Europe due to their close proximity. Asia is connected by a land bridge and Europe is only separated from Africa by the narrow Mediterranean Sea. Northern Africa had the earliest contact with other regions of the world because it is closest to Europe and Asia.

Africa's Rivers and Lakes

Name the main rivers in Africa.

Answer: Nile, Congo, Niger, Zambezi, Orange, Limpopo

Name the main lakes in Africa.

Answer: Victoria, Tanganyika, Nyasa

What is the largest lake in Africa? What countries border this lake?

Answer: Lake Victoria, which is bordered by Tanzania, Uganda, and Kenya

What is the longest river in Africa?

Answer: The Nile

What region has no rivers flowing through it? Why?

Answer: North Central and North West Africa. This is the Sahara Desert.

Geographers sometimes refer to rivers and lakes as the great highways of Africa. How are lakes and rivers similar to highways?

Answer: They are a major source of transportation and communication in Africa.

What resources, if any, do rivers and lakes provide?

Answer: transportation, fishing and hunting, power, drinking and irrigation water

Interpreting a Physical Map

| Physical Feature: | Examples: | Population Distribution: | Possible Careers and Lifestyles: |
|-------------------------------|---|---|---|
| Deserts | Sahara, Namib, Kalahari, Western, Libyan, Eastern, Nubian | Very little – none of the population | Answers will vary |
| Tropical Rain Forest | Congo Basin | A small amount of the population | Answers will vary |
| Mountains/High Elevation | Ethiopian Highlands, Mt. Kenya, Mt. Kilimanjaro, Drakensberg Mts., Mitumba Mts., Matopo Hills, Ahaggar Mts., Atlas Mts. | A small amount of the population | Answers will vary |
| Steppe and Savanna Grasslands | (None needed) | Most of the population lives in these regions | Answers will vary |

Africa's Natural Resources

Worksheet Questions:

What resources appear the most on the maps?

Answer: Oil (crude oil, petroleum), precious metals/minerals (diamonds, gold)

List five countries that produce diamonds. What region are most of these countries located in?

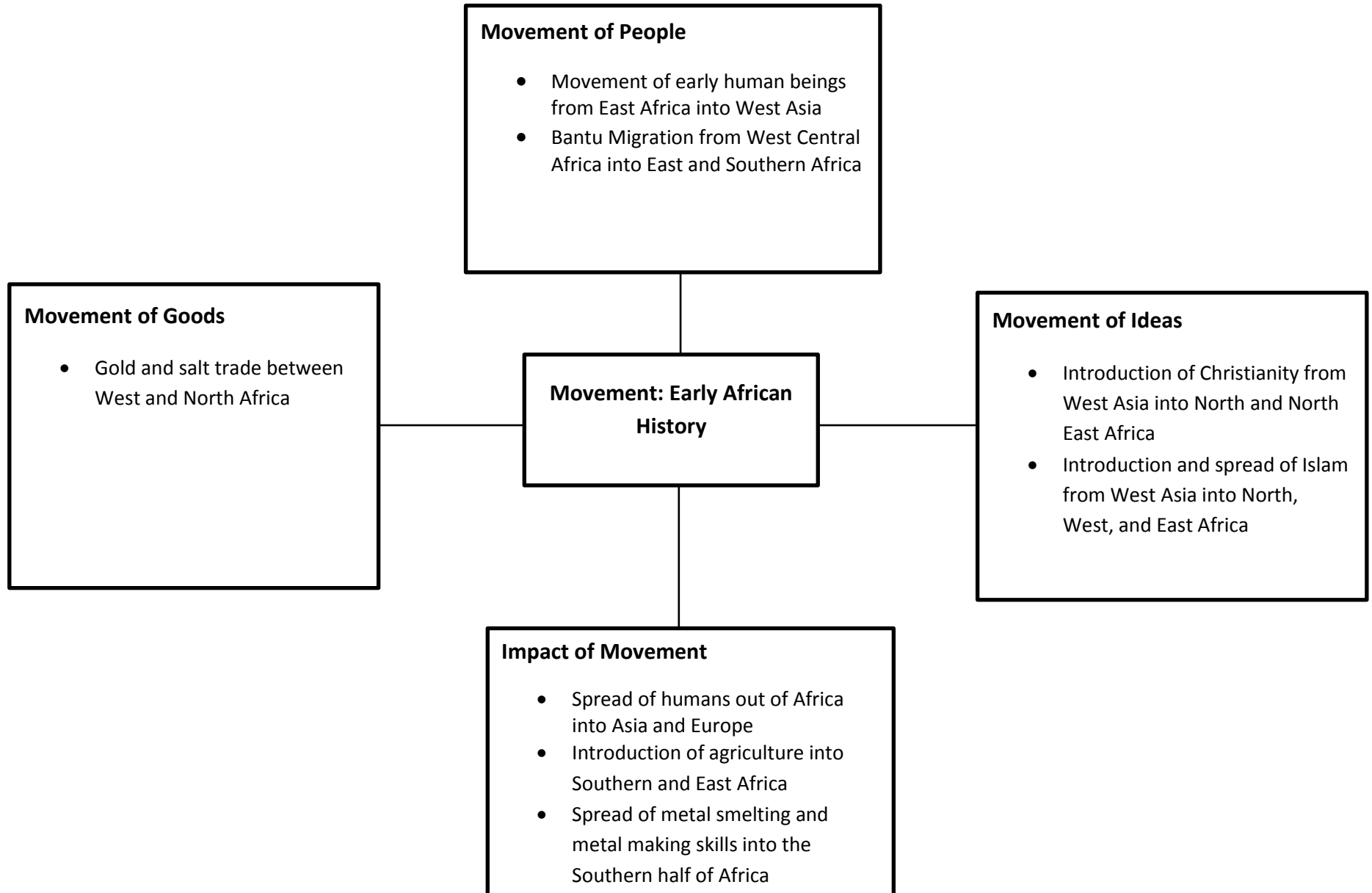
Answer: South Africa, Namibia, Botswana, Tanzania, Angola, Sierra Leone, Liberia, Cote D'Ivoire, Central African Republic, Democratic Republic of Congo

Most of these countries are located in the central and southern regions.

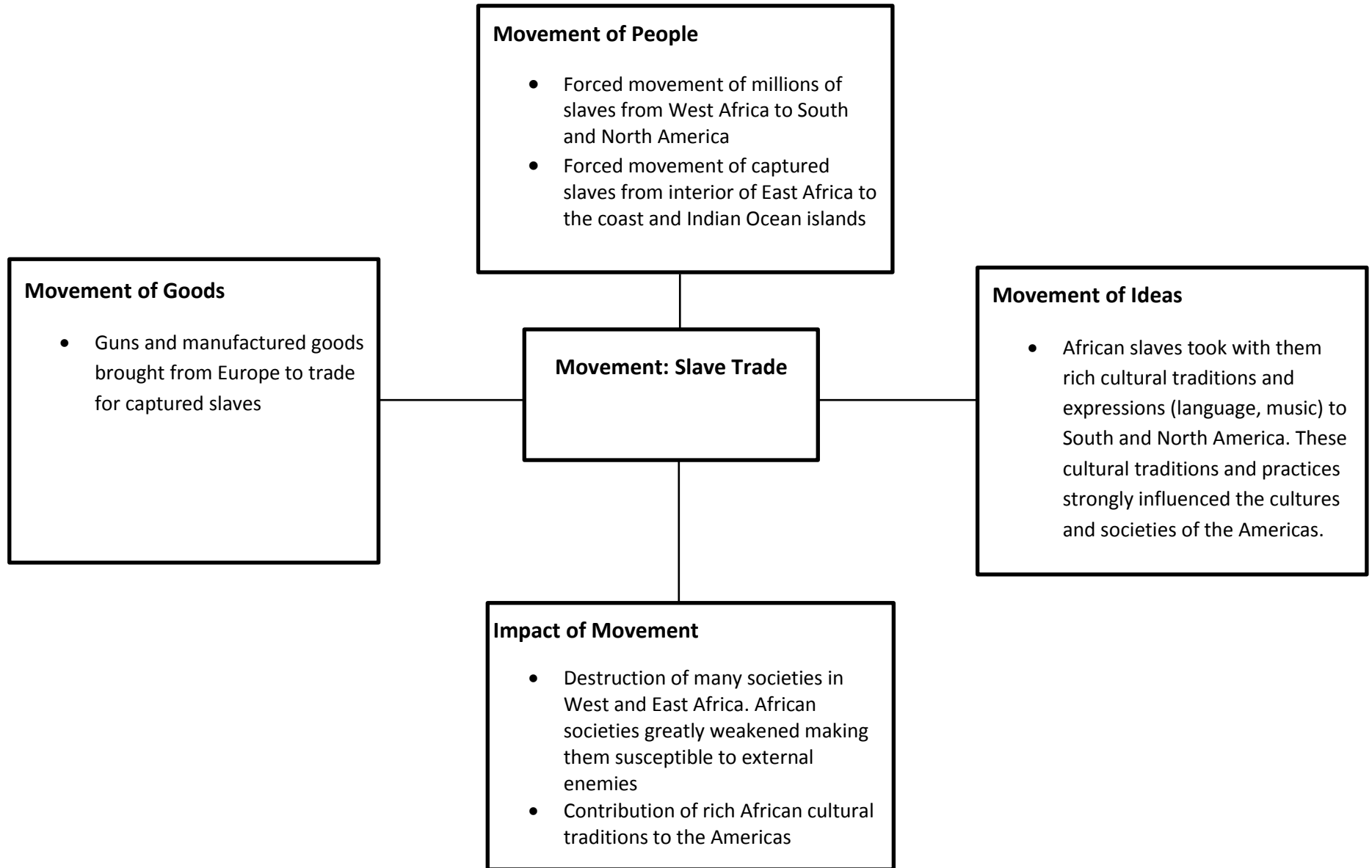
List four countries that produce both oil and gas. Where are these countries located?

Answer: Libya, Egypt, Algeria, Nigeria

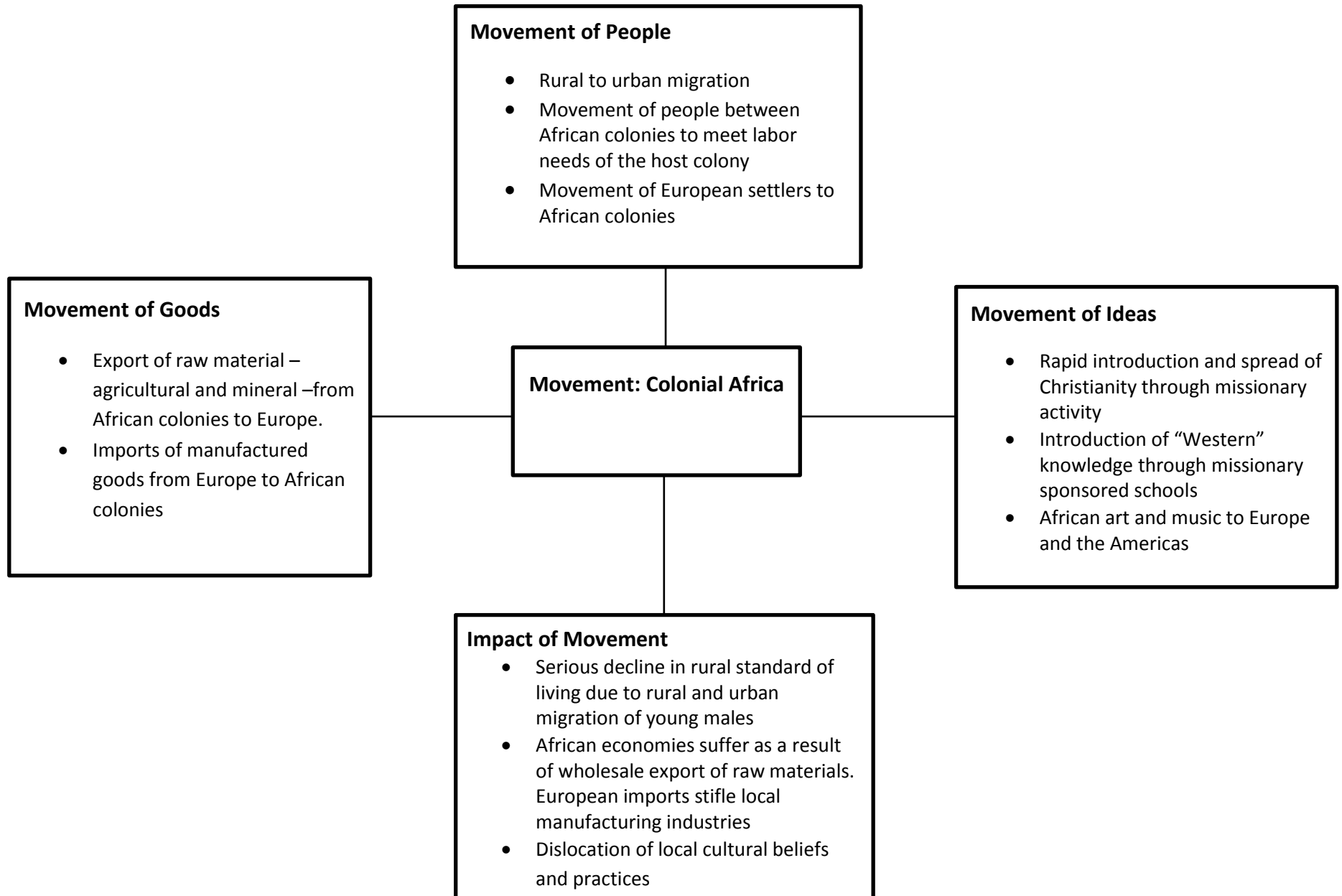
Early African History Graphic Organizer



Slave Trade Graphic Organizer



Colonial Africa Graphic Organizer



Postcolonial Africa Graphic Organizer

