



Lesson Plans Digital Booklet

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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 Four

Regional Perspectives

Module Sixteen: North Africa

This module introduces students to the geographic, social, political, and economic characteristics of North Africa. Through the learning activities, students will explore the region's diversity in climate, people, politics, and economics.

We introduce in each Learning Activity general disciplinary topics exemplified by the region. In Learning Activity One, we focus on human interaction with the environment. In Learning Activity Two, we highlight the history of the region as a global crossroads which created a vast diversity of ethnic groups and continual movements of people. In Activity Three, we discuss nation-states and challenge students to consider other forms of government and to understand the underlying causes of political conflict in the region. In Activity Four, we introduce the concepts of informal and formal economies and critique the development movement through a discussion of sustainability

Module

Geography and Climate

Peoples of North Africa

Politics of North Africa

Economics of North Africa

Geography and Climate

Time Needed	Approximately 2 days
Prior Knowledge	None Needed
Lesson Assessment	Formative: Middle East organizer, letter to editor Summative: PSA posters
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> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence.</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 and the Middle East Organizer ¹ , North Africa Geography and Climate worksheet ² , pencil, access to Exploring Africa

Objectives

Students will be able to...

- Present their own argument on the separation between North African countries, the Middle East, and Africa
- Explain the causes of desertification and create plausible human solutions
- Describe the climate of North Africa

Time	Learning Task	Methods or Procedures
Day One		
2 min	Students receive Africa and the Middle East Organizer and listen to instructions	Teacher passes out handout, and reads the directions aloud to the students
5 min	Students fill out the organizer	Teacher monitors and assists as needed
3 min	Students listen to instructions and get on Exploring Africa	Teacher instructs students to get on Module 16, Activity 1 of Exploring Africa. Teacher instructs students to read through the text, and come get the next handout once they have finished reading.
15 min	Students read the text on Activity One, and then collect the North Africa Geography and Climate worksheet when	Individual student work; teacher monitors and assists as needed

¹ Handouts and worksheets, pg. 15

² Handouts and worksheets, pg. 16

	they are finished.	
15 min	Students begin working on their letters and PSA posters	Individual student work; teacher monitors and assists as needed
Day 2		
5 min	Students listen to instructions and gather materials for their PSA posters	Teacher instructs students to continue working on their North Africa Geography and Climate worksheet (letter and poster)
35 min	Students continue working on their posters and letters. Anything that is not finished in class should be finished at home and turned in by the due date	Individual student work; teacher monitors and assists as needed. *Once projects are turned in, teacher may hang the posters on display in the classroom or on hallway walls.

Peoples of North Africa

Time Needed	Approximately 42 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: worksheet, group discussion
Standards	<p>CCSS.ELA-Literacy.SL.6.1 <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</i></p> <p>CCSS.ELA-Literacy.W.8.7 <i>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p> <p>D2.His.7.9-12 <i>Explain how the perspectives of people in the present shape interpretations of the past</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Pencil, paper, Peoples of North Africa reading guide ³ , access to Exploring Africa website

Objectives

Students will be able to...

- Explain the different cultural and ethnic groups in North Africa
- Conduct independent research to answer a self-generated question
- Share research with classmates, and discuss findings to reach a conclusion

Time	Learning Task	Methods or Procedures
2 min	Students receive reading guide and listen to instructions.	Teacher passes out reading guide and instructs students to get on Module Sixteen, Activity Two of Exploring Africa
15 min	Students read through the text on activity 2, filling out their reading guides as they go	Individual student work; teacher monitors and assists as needed.
15 min	Students write about gender roles in a North African country of their choosing, based on the instructions at the end of	Independent student work; teacher monitors and assists as needed.

³ Handouts and Worksheets, pg. 17

	their reading guide.	
10 min	Students get into small groups (3-4 students each). Students take turns sharing with their groups what they learned about gender roles in their country for their research. Once everyone has shared, the groups compare the similarities and differences.	Small group work; teacher monitors and assists as needed.

Politics of North Africa

Time Needed	Approximately 1 hour
Prior Knowledge	None needed
Lesson Assessment	Formative: group summaries
Standards	<p>CCSS.ELA-Literacy.SL.6.1 <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</i></p> <p>CCSS.ELA-Literacy.W.8.7 <i>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</i></p> <p>D2.Civ.8.9-12 <i>Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles</i></p>
Materials Needed	Access to exploring Africa website, pencil, paper

Objectives

Students will be able to...

- Explain the different types of governance in North Africa
- Conduct research to determine if a given solution to a problem will work
- Work in groups to come to a decision
- Present information to a group of people in a concise manner

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions, get into groups, and get on Exploring Africa.	Teacher assigns groups –There should be 6 groups, where each group is assigned a country from North Africa (Egypt, Libya, Algeria, Morocco, Tunisia, Western Sahara). Groups sit together and get on Exploring Africa, Module Sixteen, Activity 3.
10 min	Students read through the text on activity 3 individually, and then wait for the rest of their group to finish reading.	Individual student activity; teacher monitors and assists as needed.
30 min	Together, groups visit the link given to that National Democratic Institute website. Students read about their missions and activities, and then specifically discuss in detail why they think NDI's democracy is or is not	Small group work; teacher monitors and assists as needed.

	appropriate for the country assigned to their group at this time. They should consider what they've learned about the peoples and governance structures of North Africa so far, and do a little more in depth research on their given country, and consider whether NDI's democracy will be successful or not. (Students may wish to jot down notes as they research, so they can later effectively summarize)	
18 min	Groups take turns giving a quick summary of what they discussed in their group about NDI's democracy for their country to the class.	Whole class activity; students present summaries, while the teacher and rest of class is participates in an audience.

Economics of North Africa

Time Needed	Approximately 40 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: class discussion Summative: revised writing
Standards	CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence.</i> CCSS.ELA-Literacy.SL.6.1 <i>Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly</i> D2.Eco.1.6-8 <i>Explain how economic decisions affect the well-being of individuals, businesses, and society</i>
Materials Needed	Pencil, paper, access to Exploring Africa, writing assignment from Activity One

Objectives

Students will be able to...

- Explain the economy of the region of North Africa
- Revise their own writing using new information they have learned
- Participate in a class debate in a respectful manner

Time	Learning Task	Methods or Procedures
2 min	Students listen to instructions and get on Exploring Africa	Teacher instructs students to get on Module Sixteen, Activity Four of Exploring Africa.
10 min	Students read through the text on Activity Four, stopping when they get to the Your Turn section at the very end.	Individual student work; teacher monitors and assists as needed.
16 min	Students revisit their writing assignment from the first activity of this module in which they debated whether North Africa was Middle Eastern or African. Has their opinion changed now that they have finished the module? If yes, they should rewrite the assignment defending their new opinion. If no, they should add on to their old writing, with any new reasons they gained from the module to back up their opinions.	Individual student work; teacher monitors and assists as needed.
12 min	Class discussion on the world's tendency	Whole class discussion; teacher facilitates

	<p>to group North Africa as part of the middle east: students share their opinions that they wrote about in their papers with the class and defend their arguments.</p>	
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Handouts and Worksheets

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Africa and the Middle East

Directions: Below, you are given a list of countries. Sort them into columns based on whether you think the country is a part of Africa, a part of the Middle East, or a part of both.

- | | | |
|-----------------------------|------------------|----------------|
| Western Sahara | Cyprus | Egypt |
| Iran | Iraq | Israel |
| South Africa | Algeria | Kuwait |
| Lebanon | Libya | Turkey |
| Tunisia | Palestine | Qatar |
| Saudi Arabia | Syria | Morocco |
| United Arab Emirates | Yemen | Bahrain |
| Jordan | Tanzania | Oman |

Africa	Middle East	Both

North Africa Geography and Climate

Part One

Directions: Now that you have seen the geographic contours of this region, what do you think of the international tendency to group this region with the Middle East rather than with the rest of Africa? On a separate piece of paper, write a “letter to the editor” in which you debate whether North Africa is Middle Eastern or African, and why. Make a clear argument, using examples from the text, and/or examples your own experiences in learning about the Middle East and Africa.

Part Two

Directions: Read the following web article:

<http://www.sciencedaily.com/releases/1999/07/990712080500.htm>

Now, locate two more articles about the causes of desertification at:

<http://www.fao.org/desertification/default.asp?lang=en>

Come up with a creative way, not suggested on these sites (an original idea) in which we can help North Africans combat desertification –either something we can do or something that they can do. Create a PSA (public service announcement) that tells the public what they can do to combat desertification. Your PSA should take the form of a poster, which will hang in the classroom and/or school hallways to inform other students, teachers, and parents of how to combat desertification.

Peoples of North Africa Reading Guide

1. What animal dramatically changed the Berber culture when brought into Northern Africa? How did the culture change?
2. How many dialects of Berber exist in North Africa?
3. Describe a few similarities/differences between urban life and rural life in North Africa.
4. Who is Ibn Kaldoun? Why is he a significant figure in Arab literature?
5. Women and girls in North Africa have a number of challenges and opportunities. Choose a country, ethnicity, and region (for instance a rural Berber village in Southern Morocco). Research what life is like for women and girls in that area. Research what it was like historically. If it changed over the years, explain why you think it did. On a separate sheet of paper, write a few paragraphs about your research.

Answer Keys and Examples

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Africa and the Middle East

Graphic organizer Answers: This activity does not necessarily have one correct answer, due to worldwide variations in the difference and overlap between North Africa and Middle Eastern countries. This is merely used as a way to demonstrate to students that Middle East is often thought of as a separate region from Africa, but the two do overlap, and there is no clear distinction between what makes a country part of the Middle East, part of North Africa, or part of both.

Peoples of North Africa Reading Guide

What animal dramatically changed the Berber culture when brought into Northern Africa? How did the culture change?

Answer: The camel. It was much better adapted to desert travel, so the people were no longer dependent on staying on their home bases or agricultural fields. They became pastoral nomads, and could move whenever they needed a new pasture. This resurrected trans-Saharan trading.

How many dialects of Berber exist in North Africa?

Answer: around 300

Describe a few similarities/differences between urban life and rural life in North Africa.

Answers will vary.

Who is Ibn Kaldoun? Why is he a significant figure in Arab literature?

Answer: a person famous in Arab literature because of his writings about his travels all around North Africa in the 1300s.

Women and girls in North Africa have a number of challenges and opportunities. Choose a country, ethnicity, and region (for instance a rural Berber village in Southern Morocco). Research what life is like for women and girls in that area. Research what it was like historically. If it changed over the years, explain why you think it did. On a separate sheet of paper, write a few paragraphs about your research.

Answers will vary.