



Lesson Plans Digital Booklet

Table of Contents

Introduction.....	3
Unit Five: Country Case Studies.....	4
Module Thirty.....	5
Introducing Zimbabwe.....	6
The History of Zimbabwe.....	7
The Land Crisis in Zimbabwe.....	8
Conservation and Development in Zimbabwe.....	10
Handouts and Worksheets.....	11
Answer Keys.....	20

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 Five

Country Case Studies

Module Thirty: Zimbabwe

After completing this module students will have:

1. A clearer understanding of the geography, history, and cultures of Zimbabwe
2. A more comprehensive understanding of the “land issue” that has plagued Zimbabwe since the 1890s.
3. An awareness of the environmental and conservation issues confronting Zimbabwe and local initiatives to address these concerns.
4. A keener appreciation for the impact of global connections on the economy and politics of Zimbabwe.

Module Thirty

Introducing Zimbabwe

The History of Zimbabwe

The Land Crisis in Zimbabwe

Conservation and Development in Zimbabwe

Introducing Zimbabwe

Time Needed	Approximately 45 minutes
Prior Knowledge	Basic knowledge of using maps
Lesson Assessment	Formative: reading guide
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	Access to Exploring Africa, pencil, Introduction to Zimbabwe Geography reading guide ¹

Objectives

Students will be able to...

- Use maps to learn about geographic landmarks, climate, and physical landscapes of a region
- Describe the geography of Zimbabwe
- Conduct independent research

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions, and get on Exploring Africa	Teacher passes out Reading Guide and instructs students to get onto module 30, activity 1 of Exploring Africa
20 min	Students read the text of the activity, filling out and answering the questions on their reading guide as they go.	Individual student work; teacher monitors and assists as needed
20 min	Students conduct research on the controversy of diamond mining and complete the second page of their reading guide	Individual student work; teacher monitors and assists as needed.

¹ Handouts and Worksheets, pg. 12-13

The History of Zimbabwe

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: graphic organizers
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> 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>
Materials Needed	Pencil, access to Exploring Africa, History of Zimbabwe Graphic Organizers ²

Objectives

Students will be able to...

- Identify key events in the history of Zimbabwe
- Organize information using graphic organizers
- Conduct independent research

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions and get onto Exploring Africa.	Teacher instructs students to get onto Exploring Africa, module 30, activity 2. They will read the text of the activity, and then when they are done, they will come get the graphic organizer packet from the teacher
20 min	Students read about the history of Zimbabwe in activity 2.	Individual student work. Teacher monitors and assists as needed.
20 min	When students have finished reading, they get the graphic organizers from the teacher. Students fill out the graphic organizers using the information they learned from activity 2. They may refer back to Exploring Africa and/or conduct independent research as needed.	Individual student work; teacher monitors and assists as needed

² Handouts and Worksheets, pg. 14-17

The Land Crisis in Zimbabwe

Time Needed	Approximately 2 days
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: participation, journal
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i> CCSS.ELA-Literacy.SL.8.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</i>
Materials Needed	Pencil, journal, Land Crisis Reading Guide ³ , access to Exploring Africa

Objectives

Students will be able to...

- Participate in meaningful discussions with peers
- Solve problems while taking the needs of different groups of population into consideration
- Explain the land crisis in Zimbabwe

Time	Learning Task	Methods or Procedures
Day One		
5 min	Students receive reading guide and listen to instructions.	Teacher hands out reading guides to students. Teacher then randomly assigns each student one of four different groups (government of Zimbabwe, large scale commercial farmers, residents of rural communal areas, international NGOs) as evenly as possible. Students should circle their group on their worksheet.
	Students get onto module thirty, activity three of Exploring Africa. They should read until they get to the Model Land Policy Conference, filling out their reading guide as they go.	Individual student work; teacher monitors and assists as needed
	Students work in their groups to create a policy to present at the conference for	Group work; teacher monitors and assists as needed. Anything not finished in class should be

³ Handouts and Worksheets, pg. 18

	their stakeholder group, as per the instructions on their reading guide, and on Exploring Africa.	done for homework
Day Two		
25 min	Conference: groups take turns sharing their proposed policies. The class then comes together to draft a policy that takes into consideration the interests of all stakeholder groups. Once the policy is drafted, each student should record it in their journal.	Whole class work; students discuss, teacher facilitates.
20 min	Students finish reading activity three to find out more about how the land crisis was actually handled	Individual student work; teacher monitors

Conservation and Development in Zimbabwe

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of previous activities in this module
Lesson Assessment	Formative: journal response
Standards	D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i> CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant Evidence</i>
Materials Needed	Access to Exploring Africa, journal, pencil, Writing Prompts handout ⁴

Objectives

Students will be able to...

- Conduct independent research
- Gain knowledge from multiple perspectives in order to form an opinion
- Form a coherent and comprehensive response to a writing prompt
- Discuss the history and culture of stone culture in Zimbabwe

Time	Learning Task	Methods or Procedures
5 min	Students receive writing prompts handout, listen to instructions, and get on Exploring Africa.	Teacher passes out handout and instructs students to get onto module thirty, activity four of Exploring Africa.
20 min	Students read through the text of activity four.	Individual student work; teacher monitors and assists as needed.
20 min	Students respond to both writing prompts in their journal, using what they learned in activity four, and conducting independent research as needed/wanted.	Individual student work; teacher monitors and assists as needed.

⁴ Handouts and Worksheets, pg. 19

Handouts and Worksheets

Introduction to Zimbabwe Reading Guide.....	12
History of Zimbabwe Graphic Organizers.....	14
Land Crisis in Zimbabwe Reading Guide.....	18
Zimbabwean Stone Sculpture: Global Art Form.....	19

Introduction to Zimbabwe Reading Guide

1. Zimbabwe's estimated population is _____
2. Zimbabwe's five neighboring countries are:

3. Compare the vegetation map with the precipitation and relief maps and answer the following questions:
 - a. In which regions does most of the cultivation in Zimbabwe take place?

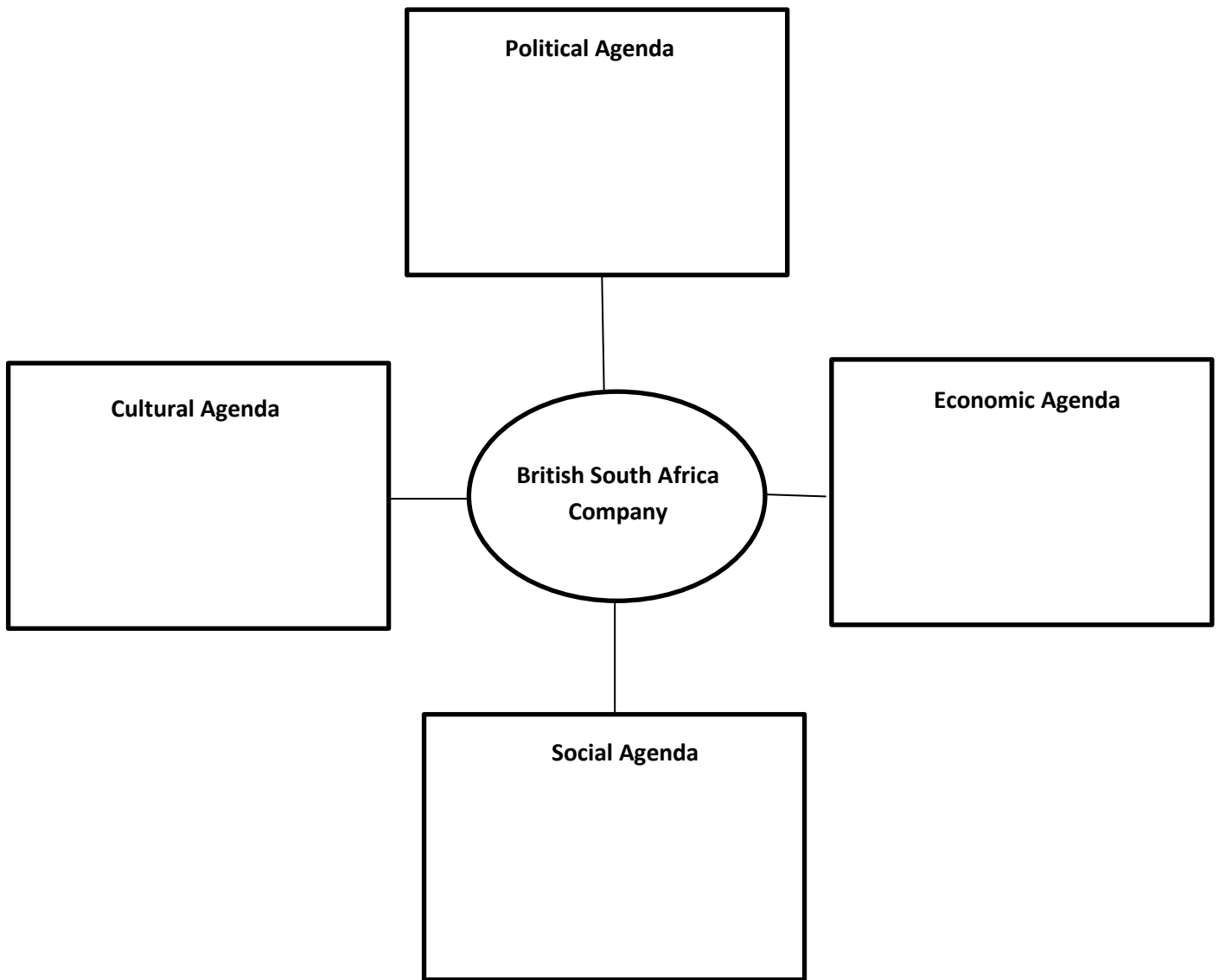
 - b. Why do you think this is the case?

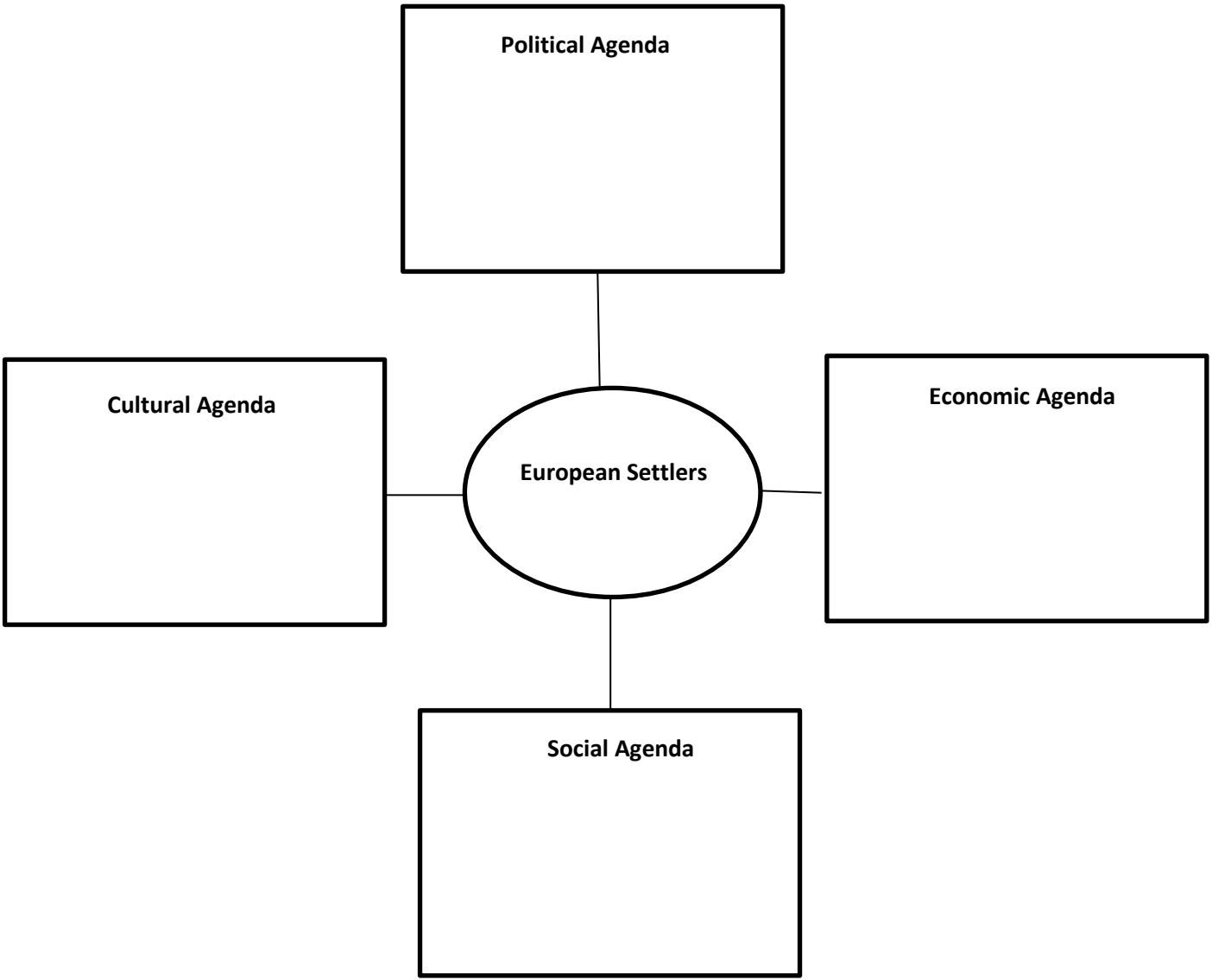
 - c. What is the average precipitation in the areas in which most of the cultivation takes place?

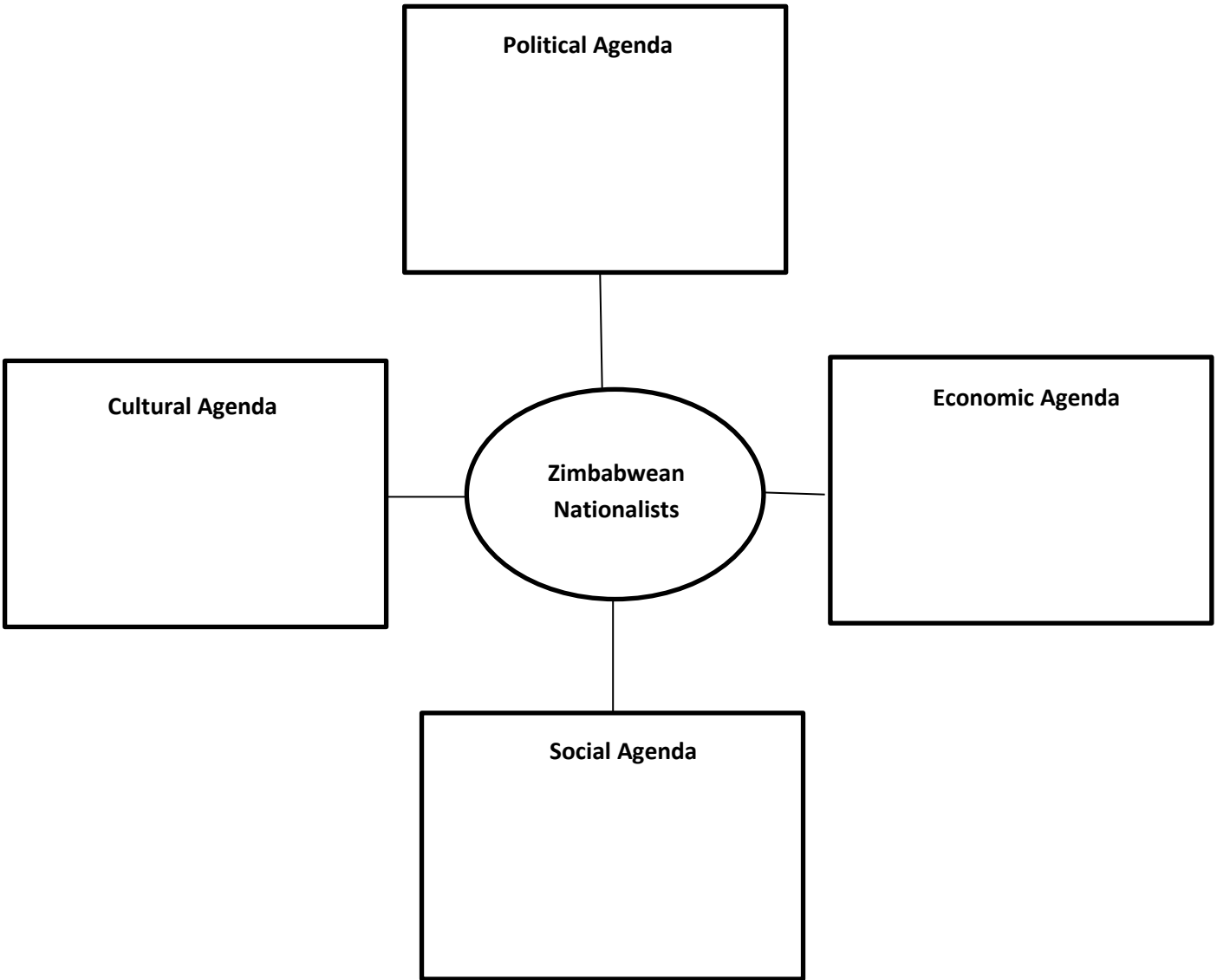
 - d. Based on the information provided on these maps, what do you think was in the past one of the major difficulties farmers faced in preparing for cultivation?

 - e. You will note that some cultivation takes place in the far south and south west regions of Zimbabwe. What is the primary obstacle to cultivation in these areas? How might farmers overcome this obstacle?

History of Zimbabwe Graphic Organizers







Fill in the chart by answering each question for the two different groups

	The Zimbabwe African National Union and its Zimbabwe African Nation Liberation Army	The Zimbabwe African Peoples Union and its Zimbabwe Peoples Liberation Army
When was the movement formed?		
In what year did the group decide to take up the armed struggle?		
Who was the most important leader of the group?		
In which neighboring countries did the group have its major military base from which it infiltrated Rhodesia?		
Which countries were the major supporters of this group by providing them with weapons and training?		
How did this group recruit individuals to become combatants/soldiers?		
Which group had the most success in their military campaigns		

The Land Crisis in Zimbabwe Reading Guide

Answer the following questions in your journal

Based in what you have learned so far, in what natural regions do you think the Land Apportionment Act placed most “native reserves?” Why do you think they were located in these natural regions? Conversely, which group (Africans or Europeans) were given control over most of natural regions one and two—the most productive agricultural land? Why?

Your teacher will randomly assign you one of the following groups. Circle your group and write it in your journal so that you don’t forget it later on.

1. The government of Zimbabwe
2. Large scale commercial farmers
3. Residents of rural communal areas
4. International NGOs

Model Land Policy Conference:

Given the realities of Zimbabwe in the 1980s, what were the options open to the new government to address the issues of rural poverty and landlessness among rural dwellers? Your class is divided into 4 groups. Each group will represent one of the major stakeholders in debate over land reform in post-independence Zimbabwe.

Each stakeholder group should develop a land-policy for newly independent Zimbabwe that they will then share at major conference that seeks to develop workable land policy for Zimbabwe. Each stakeholder group will be given time to share their recommendations to the model land conference. After each stakeholder group has made their presentation, the conference delegates (class) will attempt to draft a policy that takes into considerations the interests of all stakeholder groups.

Work with your group to draft your stakeholder’s policy to share at the conference. Everyone should write their own copy of the policy in their journal.

Zimbabwe Stone Sculpture: Global Art Form

Directions: Respond to *both* of the following writing prompts in your journal. Each response should be at least 1-2 pages long.

Prompt One

We have attempted to present the two perspectives on European impact and influence on Zimbabwean Stone Sculpture in an objective manner that does not disclose which perspective we hold on Zimbabwean stone sculpture. We have endeavored this neutrality to provide you with the opportunity to come to your own conclusion. Write a short essay in which you present your own perspective on the authenticity and aesthetic value of contemporary Zimbabwean stone sculpture. In constructing your argument you should not simply restate the arguments presented in the text, but should try to present a nuanced personal perspective that may draw on arguments from both of the perspectives presented.

Prompt Two

We have briefly highlighted the life and work of just three of numerous Zimbabwean artists who have gained a reputation as world-class artists over the past four decades. Do a computer search for Zimbabwean stone sculptors. Select three additional sculptors; read what is available on their lives and work; carefully exam photos of their work. If possible try to identify and select an artist who began sculpting in the new millennium. How are their stories similar and how are they different from the stories of the three artists that we highlighted? What are the major themes of their work? Are these themes similar to those of our featured sculptors? How, if at all, does their work show thematic originality in comparison to what we have indicated are the primary themes of Zimbabwe stone sculpture?

Answer Keys and Examples

Introduction to Zimbabwe.....	21
History of Zimbabwe.....	22

Introduction to Zimbabwe Reading Guide

Zimbabwe's estimated population is

Answer: 12.6 million (2012)

Zimbabwe's five neighboring countries are:

Answer: Namibia, Mozambique, Botswana, Zambia, South Africa

Compare the vegetation map with the precipitation and relief maps and answer the following questions:

In which regions does most of the cultivation in Zimbabwe take place?

Answer: areas with the most rainfall. Why do you think this is the case?

Answers will vary. Overall Zimbabwe has a rather dry climate, so areas that do have rainfall are where crops are able to grow.

What is the average precipitation in the areas in which most of the cultivation takes place?

Answer: Between ~ 800-1200 mm

Based on the information provided on these maps, what do you think was in the past one of the major difficulties farmers faced in preparing for cultivation?

Answers will vary. The country has an overall dry climate, doesn't receive much rain. Rainy season is also only about four months long.

You will note that some cultivation takes place in the far south and south west regions of Zimbabwe. What is the primary obstacle to cultivation in these areas? How might farmers overcome this obstacle?

Answer: These regions have very little rainfall. Farmers may have to take up dry-farming techniques such as irrigation.

History of Zimbabwe Graphic Organizers

Fill in the chart by answering each question for the two different groups

Answer:

	The Zimbabwe African National Union and its Zimbabwe African Nation Liberation Army	The Zimbabwe African Peoples Union and its Zimbabwe Peoples Liberation Army
<i>When was the movement formed?</i>	1963	1962
<i>In what year did the group decide to take up the armed struggle?</i>	1970	1970
<i>Who was the most important leader of the group?</i>	Robert Mugabe	Joshua Nkomo
<i>In which neighboring countries did the group have its major military base from which it infiltrated Rhodesia?</i>	Mozambique	Zambia and Botswana
<i>Which countries were the major supporters of this group by providing them with weapons and training?</i>	China and other communist countries	Soviet union
<i>How did this group recruit individuals to become combatants/soldiers?</i>	From the Shona people	From the Ndebele people