



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 Twenty: Southern Africa

This module will introduce students to the cultural, social, economic, and political richness and diversity of the southern African region. Through the learning activities, students will learn about the primary physical and social characteristics of this dynamic region, and come to understand the social, economic, political, and cultural processes and relationships that lead to continuity and change within the region.

Specifically, the learning activities will address uniformity, diversity and change within southern Africa by examining the following:

- Geographic characteristics: topography, major land-forms, climate vegetation and how these factors impact the way people live, make a living, and view the world.
- Socio-cultural characteristics: where people live; rural/urban; social identifiers/constructs (race, ethnicity, gender, class); language, religion, expressive culture (art, music, performance, literature/drama)
- Economic characteristics: modes (methods) of production, distribution, and consumption; role of agriculture (and land ownership), industry, mining; trade within region (and external); labor; disparities in wealth and poverty.
- Political Characteristics: number of countries within region; types of government; relationships between nations in region; regional organizations (SADC: Southern Africa Development Committee); political conflicts, democratization and human rights.

Module Twenty

Introducing Southern Africa

Physical Geography of Southern Africa

Mineral Production of Southern Africa

Impact of Migration to Southern Africa

Rural-Urban Diversity in Southern Africa

Economic Collaboration in Southern Africa

Introducing Southern Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: Journal entry, participation, worksheet
Standards	CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i>
Materials Needed	Journals, chalk/white/smart board, internet, 1-1 technology, Introducing Southern Africa worksheet ¹

Objectives

Students will be able to...

- Engage their prior knowledge
- Read informational text to prove or disprove their prior knowledge
- Make predictions based on new information

Time	Learning Task	Methods or Procedures
5 min	Quick write	Have students make a list of all the things they know about the region of Southern Africa. What countries are included? What is the geography like? What history do you know about it? What iconic locations or monuments are there? What prominent people have you heard of from Southern Africa?
5 min	Share lists	Do a whip-around with the students and have them each tell the class one thing they had written in their list about Southern Africa. Write this list on the board at the front of the room. Once everyone has shared once, ask if there is anything someone has written down that isn't on the board yet, and then include those things as well.
15 min	Read	Have students go to Exploring Africa, Unit 4, Module 20, Activity 1 and scroll down to the heading "Geographic regions in Africa." As they navigate to the correct place in Exploring Africa, distribute the Introducing Southern Africa

¹ Handouts and Worksheets, pg.19

		worksheet and go over the questions. Then, they should begin reading and answering the questions independently.
10 min	Discuss worksheets	Have students use a colored pen to write in the correct answers as they are discussed on their worksheets. (Up to teacher discretion whether or not to grade these worksheets).
15 min	Reflect on lists	Have students get their lists back out that they created at the beginning of the lesson. They should then go through and circle the items on the list they now know are correct, and draw a line through the items that they now know are incorrect. They should add to their list things they have just learned to be true about Southern Africa. When finished adjusting their lists, have them notice the list items that have not been adjusted, and ask them to make predictions about whether or not they think what they wrote is correct based on what we have learned so far.

Physical Geography of Southern Africa

Time Needed	Approximately 50 min
Prior Knowledge	None needed
Lesson Assessment	Formative: participation, map creation
Standards	CCSS.ELA-LITERACY.RH.9-10.7 <i>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</i>
Materials Needed	Internet, 1-1 technology, Political Map of Southern Africa handout ²

Objectives

Students will be able to...

- Analyze a map
- Confirm analysis by reading informational text
- Put skills to practice by creating their own population density map
- Make educated guesses about population density based on physical geography

Time	Learning Task	Methods or Procedures
5 min	Map Analysis	Take a look at this map of Southern Africa: Physical Map of Southern Africa Have students study the map silently for a minute, and then share aloud to make educated guesses about the geography of Southern Africa.
15 min	Verify Guesses	Have students navigate to Exploring Africa, Unit 4, Module 20, Activity 2, and read through the sections titled “Physical Geography of Southern Africa” and “Rivers and Lakes of Southern Africa.” When finished, ask the students which of their guesses were correct, incorrect, and what they learned from the reading that they hadn’t included in their initial guesses.
20 min	Create your own map	Distribute Southern Africa Political Map to each student. Instruct them to grab 4 different colored markers/pencils to indicate high population, moderate population, low population, and no population. Then, based on the physical geography of Southern Africa, have students make an educated guess as to what a

		population density map of Southern Africa would look like. Make sure they have a map key to identify each color and its meaning!
10 min	Share maps	Give students time to share their population density maps with the class and explain their reasoning behind their population density decisions.

Mineral Production of Southern Africa

Time Needed	Approximately 50 min
Prior Knowledge	None needed
Lesson Assessment	Formative: participation, graphic organizer
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p>
Materials Needed	Internet, Exploring Africa, 1-1 technology, Mineral Production Graphic Organizer ³

Objectives

Students will be able to...

- Make educated guesses using prior knowledge
- Discover facts by reading informational text
- Organize facts into an efficient format
- Conduct their own research
- Give credit to sources for their research
- Evaluate the impact/effect of mineral production on a region

Time	Learning Task	Methods or Procedures
5 min	Intro	<p>Ask class, “What do you think is meant by ‘natural production?’”</p> <p>Allow them to think for a minute, then share their thoughts as a class.</p> <p>Then, instruct students to go to Exploring Africa, Unit 4, Module 30, Activity 2, beginning with the section titled “Natural Vegetation of Southern Africa” and ending when the page ends. While they are navigating to the correct spot, distribute the Mineral Production Graphic Organizer and explain the directions.</p>
10 min	Read	Have students read and complete their graphic organizers independently.

³ Handouts and Worksheets, pg.21

15 min	Research	Students should now research the impact each mineral had on the region in which it was produced. Make sure they include the source of their information when they write it down on their graphic organizer.
10 min	Share	When finished, students will volunteer to share one row of the graphic organizer (mineral, location, and its impact (with source included))

Impact of Migration to Southern Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	Meaning of 'migration'
Lesson Assessment	Formative: journal entries, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p>
Materials Needed	Journals, Exploring Africa, internet, 1-1 technology

Objectives

Students will be able to...

- Connect prior knowledge to the region of study
- Read informational text to verify ideas about region of study
- Work with peers to collaborate and discuss

Time	Learning Task	Methods or Procedures
20 min	Journal	<p>Have students take out their journals and respond to the following question: <i>How does migration influence or change the culture of the region in which immigrants are migrating to?</i> (5-7 min)</p> <p>Then, have volunteers share their thoughts. (5 min)</p> <p>When a few students have shared, ask them to add to their journal by responding to this question: <i>How do you think groups from Central Africa influenced Southern Africa by migrating there?</i> (5-7 min)</p> <p>Once again, have students share when they finish writing. (5 min)</p>
10 min	Read	Have students read Exploring Africa, Unit 4, Module 2, Activity 3, from the beginning of the activity until they <u>finish reading</u> the section titled "Religious Diversity in Southern Africa"
20 min	Discussion	After students finish their assigned reading, ask

		<p>them to think back to their journal entries and discuss with the people around them what they had correct, what was incorrect, what they learned from the reading, and what they still have questions about from the reading. (10 min)</p> <p>After small group discussion, open the discussion up to the whole class. Have students share what their groups talked about, and see if other students from other groups have any input. (10 min)</p>
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Rural-Urban Diversity of Southern Africa

Time Needed	Approximately 50 minutes
Prior Knowledge	Common media portrayal of Africa
Lesson Assessment	Formative: journal entries, participation
Standards	<p>CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i></p> <p>CCSS.ELA-LITERACY.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i></p>
Materials Needed	Journals, Exploring Africa, 1-1 technology, internet, Diverse Communities Photos ⁴

Objectives

Students will be able to...

- Criticize the popular portrayal of Africa with the facts they know about Africa
- Analyze images of actual communities in Southern Africa
- Gather new information about Southern African communities through reading factual text on Exploring Africa
- Challenge their prior conceptions about communities in Africa

Time	Learning Task	Methods or Procedures
20 min	Journal and discussion	<p>Students should get out their journals and respond to the following question: <i>When you think of Africa, do you think people live in rural, urban, suburban, or another type of community? Why do you think this way? What has informed your idea of how people live in Africa?</i> (5-7 min)</p> <p>Students may then share their ideas with small groups of their classmates around them. (2 min)</p> <p>Next, have students share as a whole class and have a discussion about the stereotypical idea of the way Africans live, and then transition to the next phase of this lesson (10 min)</p>
10 min	Images of Southern African Communities	Show the images of communities across Southern Africa on the Diverse Communities of

⁴ Handouts and Worksheets, pg.22

		<p>Southern Africa handout. Ask students to take a look at the images for a minute, and think about what surprises them and what they're curious about. When they've finished looking independently, ask if they'd like to share what surprised them first, and then ask what questions they might have.</p> <p>Then, ask how these images differ from the images they see in the media, news, and in other sources.</p> <p>Transition to reading by posing this focus question: <i>How did communities in Southern Africa become rural, urban, and suburban?</i></p> <p>Have students form educated hypotheses in their journals before beginning their reading. When they finish reading, they will return to this hypothesis and write a thesis statement about the cause of the formation of these communities.</p>
20 min	Read	<p>Have students navigate their computers to Exploring Africa, Unit 4, Module 20, Activity 3, beginning with the section titled, "Rural-Urban Diversity of Southern Africa," and ending after they have finished reading the remainder of the activity. Remind students to return to their hypothesis and write a thesis statement that includes the new information they have just read.</p>

Economic Collaboration in Southern Africa

Time Needed	Approximately 50 Min
Prior Knowledge	Previous lessons on Southern Africa
Lesson Assessment	Formative: participation Summative: brochures
Standards	CCSS.ELA-LITERACY.RH.9-10.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</i>
Materials Needed	Internet, SADC Countries Assignment sheets, 1-1 technology

Objectives

Students will be able to...

- Connect to previous lessons on Southern Africa
- Take ownership of the research of a country
- Create a concise, informational brochure that utilizes their research
- Participate productively in discussions

Time	Learning Task	Methods or Procedures
2 min	Turn and talk	Ask students to turn and talk to the person sitting near them about this question: <i>Why do you think the countries in Southern Africa are more connected economically than any other region of Africa?</i>
15 min	Discussion	Start with what we know is <i>unique</i> about the Europeans in Southern Africa. See if students remember. (answer: they colonized and settled, as opposed to colonized and managed economies from their home countries). Then, see if students remember <i>why</i> the Europeans stayed. (answer: rich natural and mineral resources.) So, if Europeans settled in Southern Africa for their rich resources, why was it important for them to collaborate with other colonies in Southern Africa? See if students can come up with an answer. (answer: this is now their home. They need to develop a political infrastructure as

		<p>well as a developed economy to maintain power and order.)</p> <p>Next, see if students can figure out <i>how</i> the European settlers accomplished this collaboration between colonies. (answer: African labor force from neighboring colonies, complete European control over resources and economy, taxation system, and the railroad system)</p>
10 min	SADC	<p>The collaboration of Southern African countries strongly influenced the collaboration of other countries throughout Africa. Distribute the SADC Countries assignment sheet to each student. Go over the assignment sheet carefully, and ask if there are any questions. To assign a country to each student, count them off by 10 and they will be assigned to the corresponding country on the assignment sheet.</p>
20 min	Research	<p>Have students begin researching their assigned country and collecting information. It is their homework to create the brochure.</p>

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Introducing Southern Africa

Directions: Use the information learned from your assigned reading to complete the following questions.

1. Which 11 African countries are included in the Southern Africa region?
2. What is unique about Southern Africa from the rest of the regions in Africa?
3. Why has this difference occurred?
4. How did minority populations in Southern Africa rise in power over the majority population?
5. How were African populations able to pay their taxes?

Political Map of Southern Africa



Map Key

Diverse Communities of Southern Africa



Harare, Zimbabwe



Durban, South Africa



Village in Botswana



Village in Zambia



Lobatse, Botswana



Beira, Mozambique

SADC Countries

Each of the following countries are part of the Southern Africa Development Community (SADC), which are each responsible for a specific industry or trade.

1. *Energy:* Angola
2. *Animal Disease and Production:* Botswana
3. *Land Utilization and Soil Conservation:* Lesotho
4. *Wildlife, Forestry and Soil Conservation:* Malawi
5. *Transport, Communications and Information:* Mozambique
6. *Sea Fisheries:* Namibia
7. *Human Resource Development:* Swaziland
8. *Industry and Trade:* Tanzania
9. *Mining:* Zambia
10. *Agriculture and Food Security:* Zimbabwe





You will be assigned one of the countries in the SADC. It is then your task to research the industry or trade your assigned country is responsible for as part of the SADC. Once you have conducted your research, create an informational brochure explaining the following:

1. Country name
2. Industry/trade in the SADC
3. How they produce their industry/trade
4. How they contribute to the SADC with their industry/trade

This brochure should also include:

- A map of the country
- At least 2 images of the industry/trade
- An image of how the industry/trade is produced

Example:

<p>How is it produced? Words words words words words words words words words</p>  <p>Words words words words words words words words words</p>	<p>Japan</p>  <p>Largest Exporter of: Motor vehicles</p> 	<p>How is it exported?</p>  <p>Words words words words words words words words words words words words</p>
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