



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 One

Why Study Africa?

Module One: Exploring the Diversity of Africa

Four Main Themes:

1. **Diversity of Africa:** Africa, the second largest continent in the world, is a very diverse continent. This diversity is articulated in its physical geography and climate; in its plurality of cultures, traditions, beliefs, values, religions, and artistic expressions; in its many modes of economic production, distribution, and consumption; in its diverse social and political structures and practices.
2. **Africa has a rich history:** Africa has a dynamic history; Africa was the birthplace of human societies; it has been home to many great civilizations; its history has been shaped by contact with others through great migrations, wars, slavery, colonialism, the Cold War, and the waxing and waning of state systems.
3. **Africa Globally Connected:** For millennia, Africa has interacted with the outside world. This interaction has facilitated many African contributions and exports to the world, such as agricultural products, minerals, and other material goods, as well as knowledge and cultural expressions. This interaction has also allowed African societies to benefit from imports from the outside world, such as information and other technologies. Special emphasis will be given to Africa's contributions and trade with North America.
4. **Representations and Stereotypes of Africa:** Popular ideas of Africa held by Americans are based on stereotypes which offer fragmented, often inaccurate images of Africa. Throughout the prepared curriculum, we will be purposefully confronting stereotypes and misrepresentations of Africa that are commonly held by many Americans.

Module Two: Learning About Africa

Learning about Africa continues your introduction to Africa on two fronts: first, through a further exploration and clarification of your current knowledge of Africa; and second, through establishing what you would like to learn about Africa. The module is intended to move from a brief writing exercise and discussion to the module's main activity: a discussion that is meant to help you accumulate and order your current knowledge on Africa. A short discussion at the end of the lesson should again direct you to the many reasons it is important to study Africa. Two simple homework assignments are suggested to keep you thinking about the material until lesson two.

Module Three: Examining Africa's Diversity

Examining Africa's Diversity is a collection of images meant to illustrate Africa's diversity, rich history, and global connections, and to question some of the common stereotypes about Africa. The lesson has one main computer-assisted activity that is covered in two days. This activity is a series of maps of the continent studded with "thumbnail" pictures, which students can enlarge. The pictures express a particular theme for that page, including: geography, culture, religion, making a living, transportation, and where people live. Each image is preceded by a question meant to encourage you to think critically about the images they see. Students should answer these questions in their journals in preparation for a discussion with the teacher.

Module Four: Examining Africa's Global Connections

Module Four is meant to provide a brief introduction to two of our themes: the richness and diversity of African history, and Africa's global connections. Through a series of four map images, students will be exposed to African history from ancient times to the present. In addition, students will see the various and important ways that Africa is connected to the rest of the world through trade networks and the exchange of ideas, knowledge, and beliefs. It should be noted that the information presented in this module is a smattering of events to give the students a sense of a few things that were occurring in Africa during broad periods of history. A more comprehensive study of African history will be done in a later module. For now, the emphasis should be on introducing the students to the diversity, richness, and global connections of the African continent.

Module Five: Looking Back

Looking Back is a culmination of the previous four modules to help the students review and tie together what they have already learned in Unit One: "Why Study Africa?" Students will complete a series of six activities, which will reinforce knowledge of Africa's diversity, rich history, and global connections, while continuing to challenge stereotypes and misrepresentations of Africa that students may have. The first is a correspondence activity that will allow the students to think about what kinds of questions they would like to ask students in Africa. They will then find instructions on how to link up with their own pen pals in Africa. Another brief writing exercise will help the students think about cultural differences between Africa and the United States. The module also contains a graphic organizer on significant events in African history and a map activity that will allow students to compare ancient and modern maps of Africa. A link has been established for students to discover the wealth of languages that are spoken in Africa. A short teacher-led discussion at the end of the module can help summarize the unit. Teachers might ask, "What will you remember most from what you have learned this week about Africa?" "What more is there to learn?" Finally, there are suggested assignments that the students can do at home to apply what they have learned.

Module One

Five Quick Words

The Size of Africa

Images of Africa

Portraying African History

African Flags

Languages of Africa

Linked to the World

Module One Homework

Five Quick Words

Time Needed	Approx. 22 minutes
Prior Knowledge	Having heard anything about Africa
Lesson Assessment	Formative: teacher assesses by student's verbal responses
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgment in a text.</i> D2.Geo.6.6-8 <i>Explain how the physical and human characteristics of places and regions are connected to human identities and culture</i>
Materials Needed	Paper, pencil, board at the front of the room

Objectives

Students will be able to...

- Pull from prior knowledge to share what they think about Africa
- Decide what is true and false about common perceptions about Africa
- Make hypotheses about what happens when false perceptions are understood as truth

Time	Learning Task	Methods or Procedures
2 min.	Think about 'Africa.' What five words come to mind first? Write down those first five words.	Student independent work
5 min.	With a small group, take turns sharing each of your own five words. When everyone has shared, discuss which words your small group had in common, then write them in a list. If there are no words in common, talk about why that might be.	Small groups
5 min.	Choose a representative from each of your small groups to share with the whole class what words you had in common. If your group has no words in common, share what you discussed about as to why they were all different.	Whole class; teacher writes student responses on front board
10 min.	Now discuss as a class the words on the board: <i>what do they all have in common? What made you come up with those words? Are any of those words true? Are any of them false? What might happen when people believe the false words?</i>	Whole class discussion; teacher asks questions, students answer

The Size of Africa

Time Needed	Approx. 40 Minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: teacher collects handout and takes note of participation and student responses
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D2.Geo.3.6-8 <i>Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</i>
Materials Needed	The Size of Africa Handout ¹ , paper, pencil

Objectives

Students will be able to...

- Compare and contrast two different maps of Africa in the world
- Think critically about why these differing maps are important to our understanding and perceptions of Africa

Time	Learning Task	Methods or Procedures
5 min.	Pass out The Size of Africa Handout. Students compare both maps and answer the questions: <i>What is the difference between the two maps? Which of the two maps is most accurate image of Africa in the world?</i> on a sheet of paper.	Teacher distributes handout; students work independently; write the questions on the board
5 min.	Ask for volunteers to share their answers to the questions about the maps. Their answers get written on the board.	Whole class share-aloud; teacher writes student responses on the board in front of the room
20 min.	Whole-class discussion (teacher-led asking, student-led answering/discussing) on the following questions: <i>What happens when we see maps that show Africa being very small? How does this influence the way we think about Africa? What do we think when we see maps that show the United States being just about as big as Africa, even though in reality Africa is much, much bigger?</i>	Teacher-led questioning; teacher does not provide answers, s/he only allows students to respond to the question and to one another; when a student responds, simple ask, “ <i>what do you think about that?</i> ” to the rest of the class. When the question dies down, ask the next question.
10 min.	Students take out a sheet of paper and	Independent writing exercise; teacher tells

¹ Handouts and Worksheets, pg. 59

	write their answers to the question: <i>why do you think Africa was ever portrayed as smaller than its actual size? What might be the reason for doing that?</i>	students they should keep writing for the full ten minutes
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Images of Africa

Time Needed	Approx. 45 minutes
Prior Knowledge	Having been exposed to images of Africa
Lesson Assessment	Formative: teacher notices participation of students
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D3.2.6-8 <i>Evaluate the credibility of a source by determining its relevance and intended use</i>
Materials Needed	Images of Africa Handout ²

Objectives

Students will be able to...

- Differentiate between the three photographs and their unique qualities
- Make connections between the photographs and what they see in the media and at home
- Hypothesize and discuss why we see certain images with certain qualities, but not others

Time	Learning Task	Methods or Procedures
5 min.	Pass out Images of Africa Handout to students, have them answer the questions: <i>Which one of these photographs best represents contemporary Africa: the first, second, or third photograph? Why?</i>	Small group work; Teacher asks the question aloud
5 min.	Students answer the question: <i>what is the difference between each of these photographs?</i>	Whole class; Teacher makes three lists on the board for each picture with students' responses written in them, answering the question; have at least 3 items per list
7 min.	Students answer the question: <i>of these three photos, which one do you see most often?</i>	First, have students discuss in small groups (2 min.); Second, have each small group share their opinion and reason for that opinion (5 min.); Third, take a class vote, and circle the list for the picture the class has voted on
7 min.	Students answer the question: <i>now which photograph do you see least often?</i>	Repeat from last question

20 min.	Students answer the question: <i>why do you think this is?</i>	Whole class discussion; teacher doesn't provide own answer, only facilitates students and keeps them focused
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Portraying African History

Time Needed	Approx. 40 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: handout, class discussion, and writing exercise
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D2.His.10.9-12 <i>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations</i>
Materials Needed	Portraying African History Handout ³

Objectives

Students will be able to...

- Identify the importance of our (mis)understanding of Africa and African history
- Notice when stereotypes arise and what effect they have
- Make a personal connection with misconceptions of Africa and African history

Time	Learning Task	Methods or Procedures
5 min.	Using the images on the Portraying African History Handout, answer the following questions: <i>Which of the three pictures best portrays African history? Why do you think so? Why didn't you choose one of the other two pictures?</i>	Individual student work; teacher passes out the handout and reads the questions aloud to whole class; instruct students to indicate when they're finished so you can move on to the next task
5 min.	Share answers and opinions with small groups.	Small group work; teacher walks around room, makes sure students are engaged, asks questions to prompt further discussion
5 min.	Share small group discussion with whole class.	Whole class work; teacher asks each small group to share with the class what they discussed and writes their responses on the board
15 min.	Ask the class: <i>Why is this important? Why are we discussing this? What happens when people think this way (indicating to a negative stereotype) instead of this way (indicating to a realistic portrayal)? What happens when someone has the wrong idea about you? How do you feel?</i>	Whole class discussion; student-led answers, teacher-led questions; teacher only interrupts if needs be, and if discussion slows down and another question needs to be asked
10 min.	Writing prompt: <i>Write about a time when someone had the wrong idea about</i>	Silent, independent student work; make sure students use the full 10 minutes to write;

³ Handouts and Worksheets, pg. 61

	<i>you; how did that feel? Then compare that to people's wrong ideas about Africa and the people that live there; how do you think they might feel?</i>	teacher writes prompt on board
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African Flags

Time Needed	Approx. 20 minutes
Prior Knowledge	basic knowledge of continents, countries, and flags
Lesson Assessment	Formative: class discussions
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</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	Projector/smartboard/document camera to show images of flags in the front of the room

Objectives

Students will be able to...

- Conclude that Africa is a continent, not a country, and be able to differentiate the difference between continent and country
- Make connections between the way countries and continents work in North America to Africa
- Think deeply about the consequences of thinking Africa is a country, not a continent

Time	Learning Task	Methods or Procedures
3 min.	Show three different African countries' flags on the front board and ask the class, <i>which one of these flags is the flag of Africa?</i>	<i>Whole class discussion; hear various ideas and opinions; when someone says something along the lines of "Africa is a continent, continents don't have flags" move on to the next task</i>
2 min.	Now show the flag for the USA and the flag for one of the states and ask, <i>what is the difference in meaning for these two flags?</i>	Whole class discussion; wait for a student to answer along the lines of "one is for a country and one is for a state" before moving on
5 min.	Now show the flag for Zimbabwe, ask the students, <i>what country does this flag belong to?</i>	Whole class discussion; If nobody knows that the flag is the flag of Zimbabwe, tell them the answer and explain that, like the USA, Zimbabwe is a country and that Africa is a continent that has 56 countries, and North America is a continent with 23 countries, the USA being one of them.
10 min.	Ask the question: <i>What happens when people think Africa is a country, not a continent?</i>	Whole class discussion; student-led answers, teacher asks only prompting questions

Languages of Africa

Time Needed	approx. 30 minutes
Prior Knowledge	Basic knowledge of languages in Europe
Lesson Assessment	Formative: discussion and student responses
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D2.Geo.10.6-8 <i>Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i>
Materials Needed	Languages of Africa Worksheet ⁴

Objectives

Students will be able to...

- Compare and contrast common ideas and conceptions of Europe to Africa
- Think of the cause and effect of the misconception that Africa has only one primary language

Time	Learning Task	Methods or Procedures
5 min.	Students use the Languages of Africa Worksheet to answer the questions: <i>What is the primary language in Africa?</i> <i>What is the primary language in Europe?</i>	Small group student work; teacher hands out the worksheet and walks around while students work
15 min.	Students answer the questions: <i>Why do you think we asked you to tell us the primary language in Africa, and then the primary language in Europe? What is the problem in asking those questions? Can you answer them? What might happen if someone thinks there's only one primary language of Africa?</i>	Teacher writes these questions on the board; give students a few minutes with their small groups to talk about it, then share out with whole class for a discussion; write student responses under the question on the board
10 min.	Cause and Effect: write on the board, "Thinking Africa has only one primary language," and under it make a T-chart that says "cause" and "effect" on either side. Students will brainstorm in small groups, and then go to the board and write their own causes and effects.	Small group to whole class activity; teacher writes the questions and gives instructions, then lets students take over and provide their responses; have a discussion on student responses after cause and effect t-chart is finished

⁴ Handouts and Worksheets, pg.62

Linked to the World

Time Needed	approx. 20 minutes
Prior Knowledge	Goods and services, imports and exports
Lesson Assessment	Formative: writing activity, making lists, completing worksheet, response and participation
Standards	CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D2.Geo.11.6-8 <i>Explain how the relationship between the environmental characteristics of places and production of goods influence the spatial patterns of world trade</i>
Materials Needed	Linked to the World Worksheets

Objectives

Students will be able to...

- Assess themselves and their perceptions of Africa being a productive or nonproductive continent
- Discover how goods from Africa might impact their own lives

Time	Learning Task	Methods or Procedures
5 min.	Brainstorm: <i>What goods do you think come from Africa?</i>	Whole class; teacher writes question and student responses on board
5 min.	Hand out Linked to the World Worksheet, students answer questions	Students work in small groups to answer the questions on the worksheet
5 min.	Brainstorm revision: Ask students if they want to change or reaffirm any of the goods on their brainstorm list and why	Whole class; let students make their own changes to the list on the board after they are called upon and give their reasons
5 min	Writing activity; use the prompt: <i>How did your idea of what goods came from Africa change after you were given the worksheet? What does this tell you about the way in which we think about Africa?</i>	Individual student work; teacher instructs students to use this whole time to write

Module One Homework

Time Needed	2 days: one homework assignment for the night before, then a lesson for a class period, then a homework assignment for that night
Prior Knowledge	Participation in the previous activities
Lesson Assessment	Formative: findings from first homework assignment, participation in class activity and discussion Summative: article research and writing homework
Standards	CCSS.ELA-Literacy.RH.6-8.2 <i>Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</i> CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i> D2.Geo.6.6-8 <i>Explain how the physical and human characteristics of places and regions are connected to human identities and culture</i>
Materials Needed	paper, pencil, internet connectivity, board at the front of room

Objectives

Students will be able to...

- Apply the lessons they've learned about themselves to people in their lives
- Do their own research to change their ideas and opinions about Africa

Time	Learning Task	Methods or Procedures
(at home) 10 min.	Part 1 instructions: Have students ask parents, siblings, and/or friends to respond to the question, "Quick, what five words come to your mind when I say 'Africa'?" and write down the responses you hear and be prepared to share with the class	<i>Individual student work to take home; assign this at the end of class, and plan to do the sharing of findings and responses the next day</i>
10 min.	Part 2 instructions: Have students share their responses in class, without giving names, and write their list of words on the board, all together	Whole class activity
25 min.	Part 2b instructions: Students can now circle the words that appear the most, and then have a discussion about why they think these are the most common words that come to mind when people think of Africa.	Whole class collaboration and discussion
(at	Part 3 instructions (assessment): After	Homework assignment to be turned in the next

<p>home) 30 min. to search, 1 hour to write</p>	<p>finishing part 1, 2, and 2b, have students take a look at the Current Events page on the Exploring Africa website. Ask them to read through some articles, and have them answer the questions: <i>Is there anything that you read that changes any of your own five words? Which articles? What made you change your mind? Is there anything that reaffirmed any of your own five words? What articles and why?</i> They should write their answers and submit it to the teacher by the beginning of class the next day</p>	<p>day upon entering class; teacher can set further guidelines and limits as he or she sees fit</p>
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Module Two

Writing Exercise

Outline What You Know

Religions in Africa Research Project

Identify Countries

Writing Exercise

Time Needed	approx. 45 minutes
Prior Knowledge	None needed, however participation in previous lessons in Module One would be most ideal
Lesson Assessment	Formative: class participation and discussion, written lists
Standards	CCSS.ELA-Literacy.RH.6-8.2 <i>Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions</i> CCSS.ELA-Literacy.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgement in a text.</i>
Materials Needed	pencil, paper, computer or other resource on Africa

Objectives

Students will be able to...

- Process what they've learned, what they're still curious about, do research to find answers on their own, and come up with new, deeper questions
- Begin to develop a critical lens with which to examine Africa

Time	Learning Task	Methods or Procedures
5 min.	Have students draw a line down the center of a sheet of paper, on one side at the top, have them write "What do I know about Africa?" and on the other side at the top have them write "What do I want to know about Africa?" then have them start filling out both sides	Independent student work
10 min.	Students share their "what do I know" lists first. Then, go around the room and have every student choose one of the items on their "what do I want to know" lists; encourage all students to add more to their lists if they hear someone share an item that they are also interested in learning more about	Whole class participation; teacher writes their list items on a collective list on the board in the front of the room for each of the lists they have made
15 min.	Give students the opportunity to use computers or textbook resources to research the items on their "what do I want to know" lists and get some answers.	Primarily independent student work, though the teacher may use discretion if he or she wants students to work with others
10 min.	After collecting information from	Whole class participation; teacher makes

	research, each student shares one thing they learned from their research	another collective list on board in front of room
5 min.	Before the end of class, have students make a new list of things that they now wonder about Africa after what they've heard and researched today, have them hand it in before they leave	Independent student work

Outline What You Know

Time Needed	approx. 27 minutes
Prior Knowledge	A general idea of the words 'history,' 'culture,' and 'current events'
Lesson Assessment	Formative: class participation, list making, brainstorming
Standards	CCSS.ELA-Literacy.RH.6-8.4 <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</i>
Materials Needed	pencil, paper, whiteboard (or alternative)

Objectives

Students will be able to...

- Apply prior knowledge to current lessons on Africa
- Develop inquiries and hypotheses
- Collaborate and dialogue with peers

Time	Learning Task	Methods or Procedures
7 min.	Have students define the words: <i>history</i> , <i>culture</i> , and <i>current events</i> in their own words on a piece of paper. When they've finished, ask for volunteers to share their definitions	Independent student work, then open class sharing; the teacher writes the three words on the board in the front of the room; take 2 minutes to discuss each of the words
5 min.	Now write the word "African" in front of each of the three words, and ask students to write everything they know about these three things on that same piece of paper	Independent student work
5 min.	Share aloud; students volunteer to share what they have in one of their three lists for African history, African culture, or African current events	Whole class work; teacher facilitates but does not necessarily contribute
5 min.	Question brainstorm: have students come up with their own questions about the three terms we're working with and write them on the board	Whole class participation; teacher takes note of questions listed on the board and chooses ones to elaborate on or ask questions about to the class
5 min.	Question discussion: teacher and students discuss some of the questions, see if any other students have ideas or	Whole class discussion; both teacher and students ask questions; teacher should try to get students to answer questions and should

	hypotheses	avoid giving answers; teacher should encourage students to find the answers through the lessons and in their own research
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Religions in Africa Research Project

Time Needed	Approx. 3 days
Prior Knowledge	None needed
Lesson Assessment	Formative: observations of group work and participation, map work at the end of day 3 Summative: small group presentations
Standards	CCSS.ELA-Literacy.RH.6-8.1 <i>Cite specific textual evidence to support analysis of primary and secondary sources</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> D2.Geo.1.6-8 <i>Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics</i>
Materials Needed	African Religions Research Project Assignment Sheets ⁶ , Map of Africa worksheet ⁷

Objectives

Students will be able to...

- Work collaboratively with peers
- Conduct research
- Present information
- Develop a better understanding for the prominent religions of Africa
- Make inferences based on new information, which leads to later lessons

Time	Learning Task	Methods or Procedures
Day One		
10 Min.	Intro to Research Project: Students will get into 5 small groups, each group will be assigned a different prominent religion in Africa: Islam, Christianity, Hinduism, Judaism, and Indigenous Religions	Teacher hands out the assignment sheet to each student and then assigns groups; One person from each group draws a piece of paper from a bucket that has the name of one of the five religions on it; Teacher reads through the assignment sheet aloud to the class and gives each group a few minutes to go over it together to figure out if they have any questions; Teacher then asks each group if they have any further questions about the project, and then addresses those questions

⁶ Handouts and Worksheets, pg. 64

⁷ Handouts and Worksheets, pg. 65

20 Min.	Pre-search Computer Time: students now get to go into the computer lab (or alternative) to research some of the research questions on their assigned Religion. They should take notes and write down any additional research questions they may come up with	Teacher assists when students need, otherwise he or she just monitors and observes while the students work
10 Min.	Group Planning: back in the classroom, the groups have time to plan how they want to present their research, divide the work, and when/how they can collaborate (Google Drive is a wonderful, collaborative online tool!)	Teacher monitors and observes, answering questions when asked
Day Two		
5 Min.	Set Up: Students get their groups together and materials organized to begin constructing their presentation	Teacher facilitates and directs to maintain constructive order in the classroom to promote a productive working environment
25 Min.	Production Time: Students work on their presentations in their small groups	Teacher monitors and answers questions as needed
10 Min.	Presentation Prep Time: Students get organized for giving their presentation tomorrow, assign speaking roles, etc.	Teacher observes and answers questions as needed
Day Three		
35 Min.	Presentation Day: Each group takes turns giving a 5 minute presentation on their research findings for their assigned religion. They then answer any questions the class has for them for 2 minutes after their presentation, totaling in 7 minutes per group	Teacher watches, takes notes, and lets students "run the show"
5 Min.	Wrap-up: Students now are given a map of Africa and asked to take an educated guess, based on the information gathered from the presentations, where they think these religions might be most prominent in Africa. They should identify the region and explain why.	Teacher hands out map of Africa, reads instructions aloud, and collects student's finished work before they leave class

Identify Countries

Time Needed	approx. 10 minutes
Prior Knowledge	Ideally, some knowledge of names and locations of African countries
Lesson Assessment	Formative: labelled maps
Standards	D2.Geo.1.3-5 <i>Construct maps and other graphic representations of both familiar and unfamiliar places</i>
Materials Needed	Numbered African Countries Maps

Objectives

Students will be able to...

- Identify countries on the map of Africa

Time	Learning Task	Methods or Procedures
10 Min.	Students have 10 minutes to name as many African countries as they can. This is to determine the beginning level of knowledge to be compared later to the end level of knowledge.	Individual student work; Teacher passes out map, and instructs students when to start and stop; students may not work together

Module Three

Geography of Africa

African Cultures

African Religions Timeline and Map Project

Making a Living in Africa

Transportation in Africa

Geography of Africa

Time Needed	Approx. 35 minutes
Prior Knowledge	Basic map reading skills
Lesson Assessment	Formative: participation and observation of students during game play and collaboration
Standards	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	Geography of Africa Worksheet ⁹ , Jeopardy Questions ¹⁰ , pencil, white board (or equivalent), access to Exploring Africa, projector some kind of “buzzer” (though it isn’t necessary)

Objectives

Students will be able to...

- Work together in teams and collaborate with peers
- Read and interpret maps to discover the geography of Africa

Time	Learning Task	Methods or Procedures
10 Min.	Students are divided into 3 teams, given maps, and are to work together to answer jeopardy questions about their respective question sets (Landform questions, climate questions, and vegetation questions); each of the 3 categories has 5 questions with corresponding correct answers	Teacher distributes maps (Geography of Africa Worksheet) to each student and assigns class into 3 teams: Landform Team, Climate Team, and Veggie Team; each team is responsible for analyzing the map and answering their respective jeopardy question written on the board; teacher also explains the rules of the geography game: 1) each team earns indicated amount of points per correct answer and gets 1 minute to collaborate before giving their team’s answer, 2) other teams can “buzz in” if they believe the answering team gave an incorrect answer, 3) if the “buzzing in” team has the correct answer, they get the points, if it’s incorrect, they lose that amount of points for their own team, 4) the team with the highest points wins
25 Min.	Play the game! The teacher has the map on module	Teacher facilitates game play, has correct answer cards, and keeps a count of the team’s

⁹ Handouts and Worksheets, pg. 67

¹⁰ Handouts and Worksheets, pg. 70

<p>three, activity one, displayed on the projector. For the first question, the teacher clicks on the picture labeled 1 on the map. This brings up a picture of the beach.</p> <p>Each team answers question number 1 from the jeopardy question page that is related to their own team (landform team answers number one from the landform questions, climate team from the climate questions, etc.)</p> <p>This is repeated for questions 2-5, with the teacher clicking on the appropriate picture on the map for each question.</p>	<p>points on the board</p>
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African Cultures

Time Needed	Approx. 55 minutes
Prior Knowledge	A basic understanding of culture
Lesson Assessment	Formative: written student definitions, written student cultures, written T-chart, class discussion and participation
Standards	CCSS.ELA-Literacy.RH.6-8.4 <i>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</i> D2.Geo.5.6-8 <i>Analyze the combinations of cultural and environmental characteristic that make places both similar to and different from other places</i>
Materials Needed	pencil, paper, white board (or equivalent)

Objectives

Students will be able to...

- Pull on prior knowledge to come up with their own definition
- Use personal experience to relate to their definitions
- Make hypotheses about how their cultures compare or contrast with cultures in Africa
- Challenge the thought that Africa has one culture
- Conduct a critical dialogue with peers

Time	Learning Task	Methods or Procedures
5 Min.	Students write a definition for the word 'culture' in their own words	Individual student work; teacher writes the word 'culture' on the board and asks students to define it in their own words
10 Min.	Students share what they have written for their definition of 'culture'	Whole class; teacher writes student definitions on board as students share
5 Min.	Students write a paragraph for the question written on the board, "Based on these definitions, what is your culture?"	Individual student work; teacher writes the question on the board and monitors student work
10 Min.	Students share their own cultural practices	Whole class discussion; teacher facilitates discussion
10 Min.	Students make a T-chart of a list of their cultural practices in their life that they came up with on one side, and on the other side, they hypothesize if the cultural practice is the same or different in Africa and why on the other side	Individual student work; teacher monitors student work

15 Min.	Students volunteer to share; then answer the teacher's (verbally given) question: "Is this true for cultures in <i>all</i> of Africa? What do you think? Is that possible? Why or why not?"	Whole class discussion; teacher asks question verbally; facilitates discussion
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African Religions Timeline and Map Project

Time Needed	Approx. 4-5 days
Prior Knowledge	Religions in Africa Research Project
Lesson Assessment	Summative: African religion project that displays their timeline, map, and research
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.3 <i>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</i></p> <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>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> <p>CCSS.ELA-LITERACY.RH.9-10.5 <i>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</i></p> <p>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></p>
Materials Needed	Religions in Africa Research Project Handout (from previous activity), pencil, tri-fold poster (or alternative), parchment paper (or alternative), internet (or alternative) for research, Political map of Africa ¹¹ , Peer Review for African Religions Timeline and Map Project ¹²

Objectives

Students will be able to...

- Use previous knowledge to assist in their new research
- Conduct research online (or otherwise)
- Create a timeline and map and report for an African religion to present concise, detailed information efficiently
- Work with peer groups to revise and provide constructive criticism
- Deepen their understanding of not only what religions are in Africa and what those religions are, but where they come from and how they impacted African culture

¹¹ Handouts and Worksheets, pg.65

¹² Handouts and Worksheets, pg. 71

Time	Learning Task	Methods or Procedures
Day one		
5 Min.	Review Religions in Africa Research Project Handout	Teacher discusses previous project with students, reviews what they learned from it, transitions into what they are now going to do
5 Min.	Students choose one of the other religions they did not do their previous research project on to create a timeline and map of how that religion came to be in Africa, where in Africa it started and where it spread, and how it's practiced today	Teacher passes out the handout for this project and explains the assignment to the class; stop after each section to ask class if there are any questions so far, and once again at the end for any questions about the whole project
40 Min.	Research Time: students use internet to answer the research questions on their handout	Teacher monitors and answers questions as needed
Day Two		
5 Min.	Students get organized and gather all their research and resources to begin putting their projects together	Teacher organizes and instructs students to get all their materials together
20 Min.	Timeline construction: students draw a timeline and place the appropriate dates and events along the line	Teacher provides parchment paper and drawing materials needed to create the timeline; facilitates and assists where needed
10 Min.	Map construction: students indicate on a map of Africa where the religion started and where it grew. The map should correspond with the growth indicated on the timeline	Teacher hands out the political map of Africa for students to use
10 Min.	Report outlining: students create an outline of their report of their African religion; it should include the origins of the religion, how it was introduced, how those things impacted the Africans, and how the religion is observed and practiced today, making connections throughout points in the religion's history	Teacher models on front board what the outline should look like and what points to include in the report, then has students begin work on their own outlines
Day Three		
45 Min.	Writing the report: either by hand or on a computer, students begin writing the first draft of their report	Teacher shows an example of a good report on something other than religion in Africa and highlights the qualities that make it good to serve as a model for good report-writing for the students, then students begin their own work for the rest of class while the teacher monitors and assists where needed
Day Four		
5 Min.	Revision Day: Students listen to	Teacher instructs students on how to do the

	instructions for peer review	<p>peer review:</p> <p>1) Students should be in groups of 3 and have with them 2 copies of their completed first draft of their reports.</p> <p>2) Each student in the group should have one copy of their partner's reports, and should have given each of their partners one copy of their own report, so everyone in a small group should have 2 reports that are not their own.</p> <p>3) Each student should spend 15 minutes on one report, filling out the peer review sheet for this project and making editing marks on the report itself, and when the timer goes off or the teacher says, the student should go to the other report and do the same.</p> <p>4) When revision is done, students have 10 minutes to conference with one another and ask questions about the markings and comments on their reports.</p>
30 Min.	Students do peer review	Teacher monitors and facilitates, answering questions as needed
10 Min.	Student peer conferencing	Teacher monitors and walks around, observing and listening to conferences
Day Five		
5 Min.	Students turn in finished projects	Teacher collects finish projects

Making a Living in Africa

Time Needed	Approx. 36 minutes
Prior Knowledge	A basic understanding of what is needed to create (and sustain) jobs, and an understanding of African geography from previous lessons
Lesson Assessment	Formative: participation, sharing, list making, and writing
Standards	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 distant places</i>
Materials Needed	paper, pencil

Objectives

Students will be able to...

- Make connections between their own lifestyles and the lifestyles of people in Africa
- Use prior knowledge to deduce what kind of jobs could be sustained in Africa

Time	Learning Task	Methods or Procedures
2 min.	Students make a list of all the jobs they can think of that people they know do, or even jobs that they have heard of before	Teacher verbally instructs students to get out pencil and paper, and to make this list
2 min.	Students make a list of all the jobs they think people in Africa do	Teacher verbally instructs students to make another list
2 min.	Students highlight or circle or draw lines between any jobs that are the same in their two lists	Teacher verbally gives instructions to students
5 min.	Students offer the items that are highlighted on their lists for the teacher to write on the board	Teacher asks for volunteers to share and writes their response on the front board
5 min.	Students offer the other items not highlighted to be written on the board	Teacher then asks for volunteers to tell which jobs they did <i>not</i> highlight in their lists, and writes those responses on the board
15 min.	Class discussion: students answer the teacher's question, " <i>Why did you circle or highlight these jobs as being the same here and in Africa?</i> " and then answer the next question, " <i>Why didn't you highlight these jobs?</i> "	Teacher guides class in a discussion, asking first about the jobs indicated as the same, then asking about the jobs that were not highlighted
5 min.	Writing prompt; students write their answer to the question: <i>What is needed in order for a job to be created? Based on</i>	Teacher writes the prompt on the board and instructs students to write their answers and keep writing for the full 5 minutes

	<i>what you know about Africa, what kind of jobs are able to be created there?</i>	
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Transportation in Africa

Time Needed	Approx. 9 Minutes
Prior Knowledge	Africa's geography, some basic understanding of how geography impacts transportation methods
Lesson Assessment	Formative: making lists
Standards	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 distant places</i>
Materials Needed	white board (or alternative)

Objectives

Students will be able to...

- Make connections between physical features of Africa and the types of transportation its geography warrants

Time	Learning Task	Methods or Procedures
2 Min.	Review: students brainstorm the geographical features they know about Africa	Teacher writes students' features on the board
5 Min.	Students brainstorm a list of possible transportation methods based on the geographical features on the list and state why the two are connected	Teacher writes students' transportation ideas on the board and asks them why they made that connection when they give their answers
2 Min.	Students double-check lists and make sure it is comprehensive and complete	Teacher makes sure nothing is excluded from the list, if there are things missing, prompt students to think harder and make any additions to either or both lists

Module Four

Ancient History to the 1400s

African History 1400s to 1800s

African History 1800s to 1960s

African History 1960s to Present

Ancient History to the 1400s

Time Needed	Approx. 30 minutes
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>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> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Access to the Exploring Africa website, pencil, African History Graphic Organizer ¹³ , Ancient History to the 1400s Timeline ¹⁴

Objectives

Students will be able to...

- Use technology to read and find answers
- Fill out a graphic organizer and timeline to help visually organize the lesson
- Discover the chronological order of events in African history
- Determine the global connections and cause and effect of certain historical events

Time	Learning Task	Methods or Procedures
5 Min.	Students receive both timeline and graphic organizer, receive instructions, and get on Exploring Africa	Individual student work; teacher distributes both graphic organizer and timeline to each student; give instructions (use Unit 1 Module 4 Activity 1 and follow instructions on page) to students to fill out their handouts; help students get onto Exploring Africa
10 Min.	Students fill out timeline first	Individual student work; teacher monitors and assists as needed
10 Min.	Students fill out graphic organizer second	Individual student work; teacher monitors and assists as needed

¹³ Handouts and Worksheets, pg.77

¹⁴ Handouts and Worksheets, pg. 73

5 Min.	Students insert their timeline and graphic organizer in a folder, which will be used to put in 3 more sets of timelines and graphic organizers	Teacher hands out a folder to each student and instructs students to keep their timeline and graphic organizer in this folder for future use
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African History 1400s to 1800s

Time Needed	Approx. 25 minutes
Prior Knowledge	Having completed the Ancient history to the 1400s lesson and handouts; this activity is an extension of the previous activity
Lesson Assessment	Formative: having completed the timeline and graphic organizer for this date range in African history
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.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> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Exploring Africa, pencil, African History 1400s to 1800s Timeline ¹⁵ , African History Graphic Organizer ¹⁶

Objectives

Students will be able to...

- Use technology to read and find answers
- Fill out a graphic organizer and timeline to help visually organize the lesson
- Discover the chronological order of events in African history
- Determine the global connections and cause and effect of certain historical events

Time	Learning Task	Methods or Procedures
2 min.	Students are familiar with the procedure from the previous activity, so they are able to begin right away after they get their new handouts	Teacher passes out the timeline and graphic organizer to each student, and instructs the students to get started
10 min.	Students complete timeline first	Individual student work; teacher monitors and assists as needed
10 min.	Students complete the graphic organizer second	Individual student work; teacher monitors and assists as needed
3 min.	Students file their completed handouts in their folders	Teacher instructs students to put their handouts in their folders

¹⁵ Handouts and Worksheets, pg. 74

¹⁶ Handouts and Worksheets, pg. 77

African History 1800s to 1960s

Time Needed	Approx. 25 minutes
Prior Knowledge	Having completed the previous two activities
Lesson Assessment	Formative: having completed the timeline and graphic organizer for this date range in African history
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>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> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Exploring Africa, pencil, African History 1800s to 1960s Timeline ¹⁷ , African History Graphic Organizer ¹⁸

Objectives

Students will be able to...

- Use technology to read and find answers
- Fill out a graphic organizer and timeline to help visually organize the lesson
- Discover the chronological order of events in African history
- Determine the global connections and cause and effect of certain historical events

Time	Learning Task	Methods or Procedures
2 min.	Students are familiar with the procedure from the previous two activities, so they are able to begin right away after they get their new handouts	Teacher passes out the timeline and graphic organizer to each student, and instructs the students to get started
10 min.	Students complete timeline first	Individual student work; teacher monitors and assists as needed

¹⁷ Handouts and Worksheets, pg. 75

¹⁸ Handouts and Worksheets, pg. 77

10 min.	Students complete the graphic organizer second	Individual student work; teacher monitors and assists as needed
3 min.	Students file their completed handouts in their folders	Teacher instructs students to put their handouts in their folders

African History 1960s to Present

Time Needed	2 Days
Prior Knowledge	Having completed the previous three activities
Lesson Assessment	Formative: having completed the timeline and graphic organizer for this date range in African history
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>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> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Exploring Africa, pencil, African History 1960s to Present Timeline ¹⁹ , African History Graphic Organizer ²⁰ , African History Multimedia Project Handout ²¹

Objectives

Students will be able to...

- Use technology to read and find answers, and to create a presentation of the information they have gathered
- Fill out a graphic organizer and timeline to help visually organize the lesson
- Discover the chronological order of events in African history
- Determine the global connections and cause and effect of certain historical events
- Work with a small group of peers to develop a comprehensive multimedia presentation on African history and its global impact

Time	Learning Task	Methods or Procedures
Day One		
2 min.	Students are familiar with the procedure from the previous two activities, so they are able to begin right away after they get their new handouts	Teacher passes out the timeline and graphic organizer to each student, and instructs the students to get started

¹⁹ Handouts and Worksheets, pg. 76

²⁰ Handouts and Worksheets, pg. 77

²¹ Handouts and Worksheets, pg. 78

10 min.	Students complete timeline first	Individual student work; teacher monitors and assists as needed
10 min.	Students complete the graphic organizer second	Individual student work; teacher monitors and assists as needed
5 min.	Students file their completed handouts in their folders, but keep their folders out; students listen to instructions and read the handout for their next project	Teacher instructs students to put their handouts in their folders, but to keep their folders out; the next activity is a culmination of the last 4 activities; teacher gives instructions: <i>now, create a multimedia presentation in small groups for the history of Africa and how certain events impacted the world</i> ; pass out African History Multimedia Project Handout
10 Min.	Students follow instructions and begin brainstorming presentation ideas with their groups	Teacher assigns small groups and has students begin brainstorming various multimedia platforms, assigning tasks, etc.
Day Two		
5 Min.	Set Up: Students get their groups together and materials organized to begin constructing their presentation	Teacher facilitates and directs to maintain constructive order in the classroom to promote a productive working environment
25 Min.	Production Time: Students work on their presentations in their small groups	Teacher monitors and answers questions as needed
10 Min.	Presentation Prep Time: Students get organized for giving their presentation tomorrow, assign speaking roles, etc.	Teacher observes and answers questions as needed
Day Three		
35 Min.	Presentation Day: Each group takes turns giving a 5 minute presentation on their multimedia project. They then answer any questions the class has for them for 2 minutes after their presentation, totaling in 7 minutes per group	Teacher watches, takes notes, and lets students "run the show"

Module Five

Picture Interpretation

Moving to Africa

African History Cause and Effect

Map Comparison

African Languages

Research Homework

Picture Interpretation

Time Needed	Approx. 45 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: class letter to Pen Pals
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>
Materials Needed	Unit 1 Module 5 Activity 1 Photograph ²²

Objectives

Students will be able to...

- Analyze a photograph as a text and make conclusions from various aspects of it
- Collaborate with peers to determine appropriate questions for people similar to those in the photograph

Time	Learning Task	Methods or Procedures
5 Min.	Students analyze the photograph and answer the teacher's question	Teacher either gives each student a handout, or projects the image for all to see; ask the class, <i>"What do you notice about the people in this picture?"</i> and have the students look at the photograph until they think of something, and then write what they shared on the board; make sure to ask them <i>"how do you know?"</i> when they offer their response
10 Min	Students write down their list of questions as they discuss in small groups	Teacher then asks, <i>"If you could ask these people anything, what might you ask them? What do you want to know from them?"</i> then organize students into small groups to work together and record their list of questions for the people in the photograph
10 Min.	Students learn about the Pen Pals activity and revise their small group's questions	Use The Teacher's Corner Pen Pals (or equivalent if unavailable) to write to 7th graders at St. Dominic's College in South Africa; before sending questions, introduce students to this opportunity and emphasize

		the importance of asking appropriate questions, then begin the process of choosing questions from the whole class; ask students to first revise their own small group's questions amongst their small groups before bringing them to the whole class
5 Min.	Share revised questions with the whole class by writing them on the front board	Ask students to share their carefully written questions by having them come up and write them on the board in the front of the room
10 Min.	Students discuss the questions as a class, then individually vote on their favorite 5 questions by marking a tally next to the question on the board	Lead the class in a discussion on the questions on the board, ask them <i>"Are there any questions up here that stand out to you? Are there any questions that you want clarification on or have questions about?"</i> and then let the authors of the questions answer the class if there are questions; after the discussion, allow students to put a tally next to their favorite 5 questions to send to the school children in South Africa
5 Min.	A student volunteers to write the letter; the student should make sure to introduce his or her self and the class, tell the students from South Africa why they are writing, and include the five questions	Ask for a student volunteer to write the letter to send to the pen pals that includes the five questions the class has selected to ask

Moving to Africa

Time Needed	Approx. 40 minutes
Prior Knowledge	Previous lessons about geography, lifestyles, and cultures of various places in Africa
Lesson Assessment	Formative: discussion and writing prompt
Standards	D2.Geo.5.6-8 <i>Analyze the combination of cultural and environmental characteristics that make places both similar to and different from other places</i>
Materials Needed	pencil, paper, white board (or equivalent)

Objectives

Students will be able to...

- Make an informed decision on certain places or countries in Africa
- Validate their choices with prior knowledge and personal connections
- Work and collaborate with peers

Time	Learning Task	Methods or Procedures
5 Min.	Students answer writing prompt on the board	Individual writing activity; teacher writes the prompt: <i>Imagine that your family is moving to Africa, where would you like to live? Why?</i> on the board
5 Min.	Students volunteer their responses and explain their reasoning	Whole class; teacher asks students to volunteer to tell the class where in Africa they decided they would like to move and why; collect about 4-5 different places
2 Min.	Students pair up with the person next to them and discuss their thoughts on the question the teacher asked	Partner work; teacher asks students to talk to the person next to them and choose one of the places on the board and answer the question: <i>What would life be like if you lived there?</i>
5 Min.	Each set of partners offers one of the things they decided in their discussion	Whole class; teacher writes student responses under the corresponding place on the front board
2 Min.	Students discuss new question with the same partner, they can choose a different place to talk about, or the same	Partners; teacher now asks partners to discuss the question: <i>What would life be like for a student from one of these places in Africa to move to our hometown?</i>
20 Min.	Students share what they talked about and have a discussion with one another about what a person from one of the places on the board would experience	Whole class discussion; teacher asks for volunteers to share what they talked about; teacher occasionally asks further questions and facilitates the movement of the discussion to

	<p>and why the students think this. Also, they should begin talking about what they could do to help them adjust, and what would help the student adjust if they moved to one of the places in Africa on the board.</p>	<p>keep conversation flowing</p>
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African History Cause and Effect

Time Needed	Approx. 50-60 minutes
Prior Knowledge	having completed module 4
Lesson Assessment	Formative: participation, arrangement of events in chronological order
Standards	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> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	African History Cause and Effect Slips ²³

Objectives

Students will be able to...

- Collaborate with peers
- Make predictions and hypotheses about the cause and effect of significant historical events
- Conduct research

Time	Learning Task	Methods or Procedures
5 Min.	Students follow teachers instructions and listen to directions	Teacher instructs students to get into small groups (group numbers depend on size of class in relation to number of slips); Teacher gives class the activity instructions: each group gets one slip that has a significant event in African history to research in order to determine the cause and effect of that event
15 Min.	Students take time to work in their small groups or pairs to do research on their significant event; one student takes notes to keep track of information gathered; other students do research online and using the timelines and graphic organizers from Module 4	Teacher monitors and facilitates small group work, assisting and answering questions as needed
10 Min.	Students make predictions based on their research what kind of event preceded their significant event and what kind of event came after (i.e. the cause and	Whole class participation; teacher calls on each group to share their hypotheses on a probable predecessor to their significant event and a probable following event (i.e. cause and effect);

	effect of the significant event)	Teacher writes each group's hypotheses on the board
10 min.	Based on the hypotheses on the board and what each group knows about their event, students try to organize their slips of paper in chronological order	Teacher gives directions to class and helps facilitate and organize as needed
5-10 Min.	Students arrange slips in chronological order; they get 3 attempts to get it right	Teacher uses African History Cause and Effect Answer Key to check whether or not the students arranged their slips in the correct, chronological order; students get 3 tries to get the order correct (the first try, they get no hints; the second try, they are told how many slips are out of order; the third try, they are shown which slips are out of order)
5 Min.	Writing Prompt: <i>What helped you the most in predicting the cause and effect of your group's significant event in African history?</i>	Independent student work; teacher writes prompt on board and gives students time to answer in writing; students should turn their responses in when they have finished

Map Comparison

Time Needed	Approx. 50 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: participation, list of countries where ancient civilizations used to be, and research paragraphs
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.2 <i>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</i></p> <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.Geo.2.6-8 <i>Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and changes in their environmental characteristics.</i></p> <p>D2.His.1.9-12 <i>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts</i></p>
Materials Needed	Map Comparison Handout ²⁴ (either to distribute, or to project in front of the room, depending on the resources available to you)

Objectives

Students will be able to...

- Read and compare maps to make predictions
- Conduct their own research on an ancient civilization
- Summarize a series of events in history
- Work with peers to collaborate and agree upon an all-encompassing summary of the historical events
- Present their research to their classmates

Time	Learning Task	Methods or Procedures
5 Min.	Students listen to instructions and look at their maps on the handout	Teacher distributes the handout and gives the instructions to students, and writes the name of each ancient civilization on the board <i>(For each of the following ancient civilizations, write down the country in which</i>

		<i>it could be found today: Egyptian civilization, Kingdom of Ghana, Songhai civilization, Kingdom of Mali, and Kingdom of Lozi.)</i>
5 Min.	On a separate sheet of paper, students write down the ancient civilizations and the names of the country it would be found in today.	Individual student work; teacher monitors and assists as needed
20 Min.	Students choose one of the ancient civilizations, and do research online to figure out how the ancient civilization became the country it is today.	Individual student work using the internet; Teacher instructs students to pick an ancient civilization and try to do research online to find out how that civilization came to be the country it is today. Students should write an informal paragraph outlining the events that took place
20 Min.	Students get into their small groups and discuss their findings; once they have all read their paragraphs, they should work together to write a new summary encompassing all the details from the whole group; when the new summary is finished, they should be prepared to read it to the class	Small group work; teacher asks students to find the people who also did research on the same ancient civilization, and compare their findings; when groups are finished talking, they could write a summary together with the most agreed upon details to be presented to the class

African Languages

Time Needed	Approx. 32 minutes
Prior Knowledge	Basic understanding of how languages work
Lesson Assessment	Formative: answers on the worksheet, participation, discussion, writing responses
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.2.6-8 <i>Use maps, satellite images, photographs, and other representations to explain the relationships between the locations of places and regions and changes in their environmental characteristics.</i>
Materials Needed	African Languages Worksheet ²⁵ , pencil, paper

Objectives

Students will be able to...

- Read and interpret the map and key
- Make informed hypotheses based on the text they are given
- Work with peers to collaborate
- Deepen their thinking of language and how it begins, ends, and spreads

Time	Learning Task	Methods or Procedures
2 Min.	Students receive worksheet and listen to instructions	Teacher hands out the worksheet and instructs students to work on answering the questions independently first, then to compare answers in a small group, and then to share with the class
5 Min.	Independent student work	Teacher monitors and assists as needed
5 Min.	Small group student work and discussion	Teacher walks around room and listens to discussion, asking further questions if discussion needs some prompting
20 Min.	Whole class discussion	Teacher asks for volunteers to answer each question, asking for volunteers who might have had a different answer with each question until there are no more volunteers; then begin a class discussion with the following questions: <i>What might “language family” mean? How are there so many different languages in Africa? Do you</i>

	<p><i>think languages are still being created? How do you create a language? Do you think languages are going extinct? How might they do that?</i></p>
--	--

Research Homework

Time Needed	Approx. 35 minutes
Prior Knowledge	Students should have finished their homework prior to this lesson, and should bring their completed tasks to class with them to participate in this activity
Lesson Assessment	Formative: Socratic seminar
Standards	CCSS.ELA-LITERACY.RH.6-8.6 <i>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</i> CCSS.ELA-LITERACY.RH.6-8.8 <i>Distinguish among fact, opinion, and reasoned judgment in a text.</i>
Materials Needed	Module 5 Research Homework Handout ²⁶ , pencil, paper

Objectives

Students will be able to...

- Compare and contrast two authors' points of view on the same subject
- Interview people and assess their perspective
- Identify how various popular media portrays Africa
- Dialogue with peers about their findings and prompt questions for deeper thinking about those findings

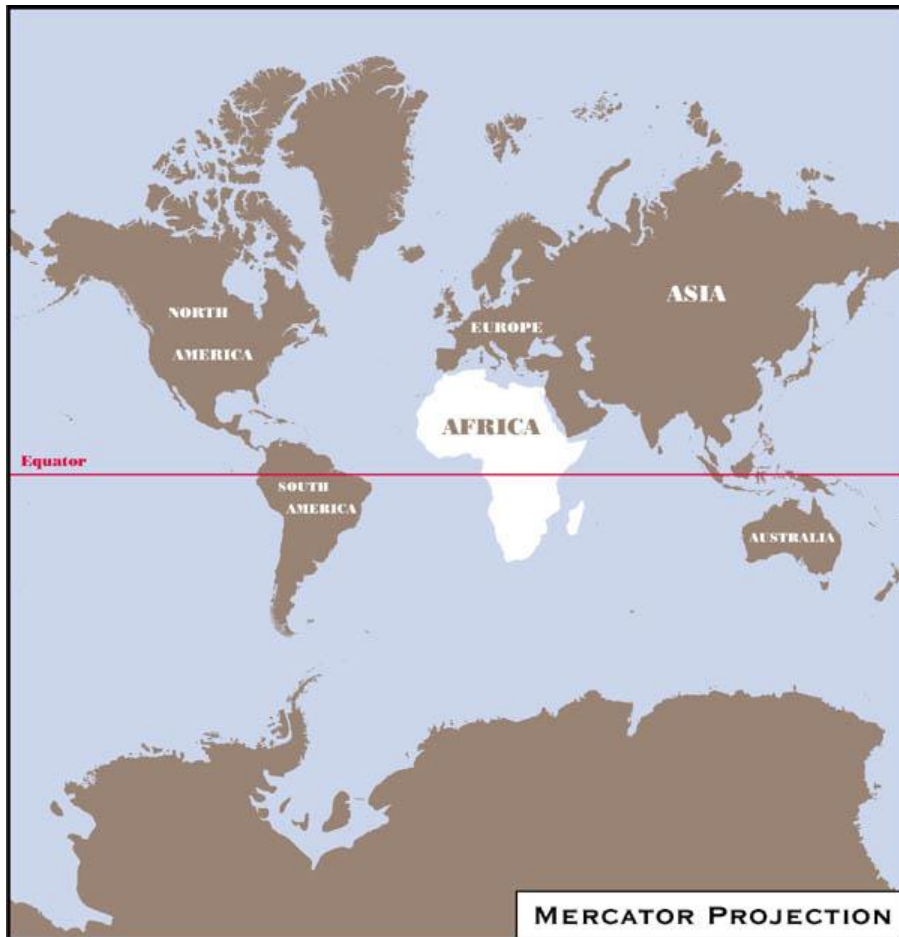
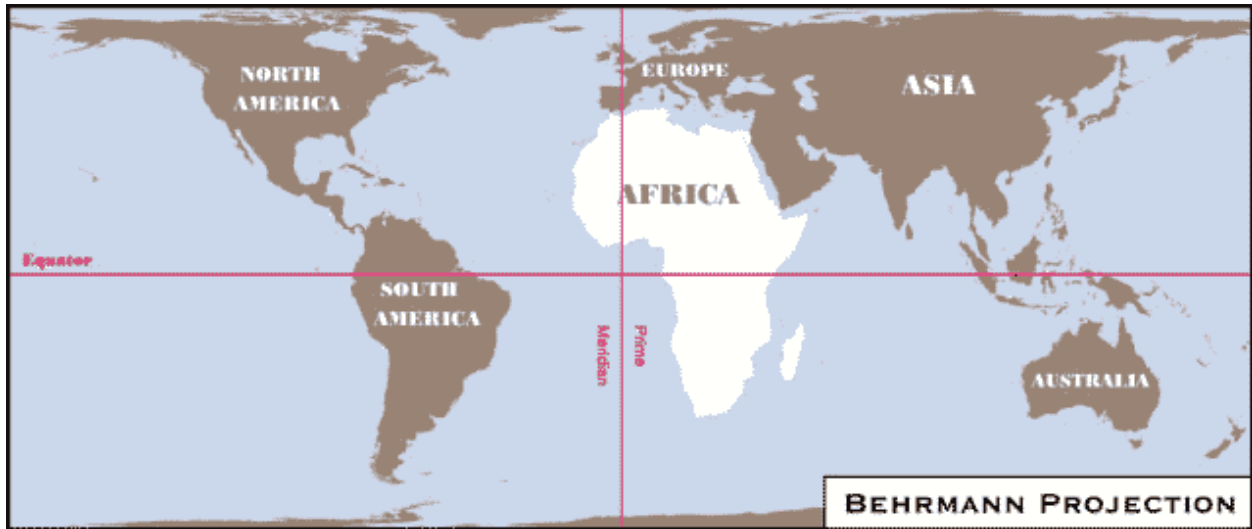
Time	Learning Task	Methods or Procedures
5 Min.	Students get set in the concentric circles for the Socratic Seminar and listen to the teacher's instructions	Socratic Seminar; desks are arranged in two concentric circles; teacher gives instructions to students: Students in the inside circle are actively participating and asking/answering one another's questions about the assignments while the students on the outside circle take notes and write any questions they want to ask for their turn in the inner circle, each turn gets 15 minutes of continuous dialogue, the teacher does not participate unless to ask a prompting question when the discussion slows down, every student has to contribute, the teacher will be keeping track of participation; before beginning, ask students if they need any clarification on what they'll be doing
15 Min.	Group #1 in the inner circle begins	Teacher keeps track of participation and asks

	dialogue while group #2 in the outer circle take notes	prompting questions as needed
15 Min.	Group #2 in the inner circle picks up dialogue where Group #1 (now in the outer circle) left off	Teacher keeps track of participation and asks prompting questions as needed

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The Size of Africa Handout



Images of Africa Handout



Image 1



Image 2



Image 3

Questions:

1. Which one of these photographs best represents contemporary Africa: the first, second, or third photograph? Why?
2. What is the difference between each of these photographs?
3. Of these three photos, which one do you see most often?
4. Now which photograph do you see least often?
5. Why do you think this is?

Portraying African History Handout



Image 2



Image 2

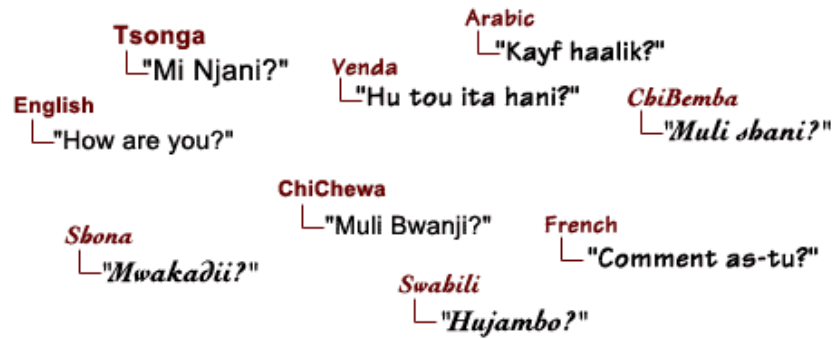


Image 3

Questions:

1. *Which of the three pictures best portrays African history?*
2. *Why do you think so?*
3. *Why didn't you choose one of the other two pictures?*

Languages of Africa Worksheet



1. What is the primary language in Africa?
2. What is the primary language in Europe?

Cause	Effect

Linked to the World Worksheet



Questions:

1. What are some of the items you see in this image?
2. Which of these items do you think might come from Africa?
3. Why do you think those items come from Africa?
4. Likewise, in regard to the items you did not include, why do you think those items do not come from Africa?

African Religions Research Project Assignment Sheet

Names of people in my group: _____

Due Date: _____

Assignment: Your group will be researching a prominent religion in Africa and creating a presentation with strong visuals to show your class.

Mode: This assignment will take shape in a visual form that your group decides upon (i.e. slideshow, poster, drawing, etc.).

Audience: A group of novice learners who have limited knowledge of Africa and its religions, so assume you need to carefully explain every aspect of the information you have gathered.

Purpose: To deepen your understanding of Africa and its connection with the world, to practice your research skills, to work with a group of peers and designate tasks, and to form an unstigmatized view of Africa.

Situation: (Also known as *context*). Too often, entire populations of people are uninformed about the richness and diversity of Africa. This is your opportunity to get informed and share your knowledge with your peers, so make sure your information is correct, in-depth, and engaging.

Circle the religion your group is assigned:

Islam

Christianity

Hinduism

Judaism

Indigenous Religions

Research Questions:

Where in the world is this religion practiced?

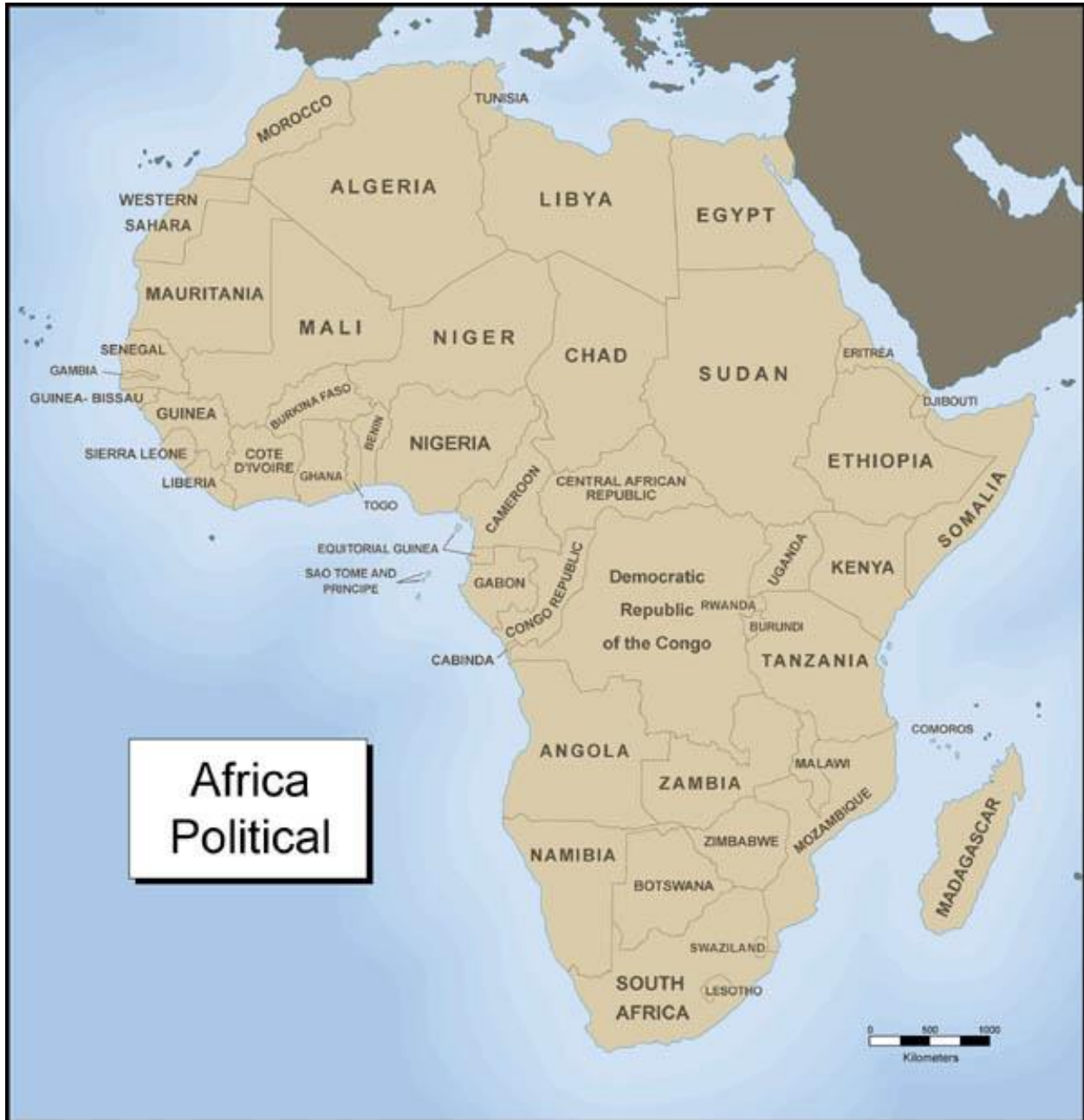
What are the tenets (*a belief or idea that is very important to a group*) of this religion?

What are the origins of this religion?

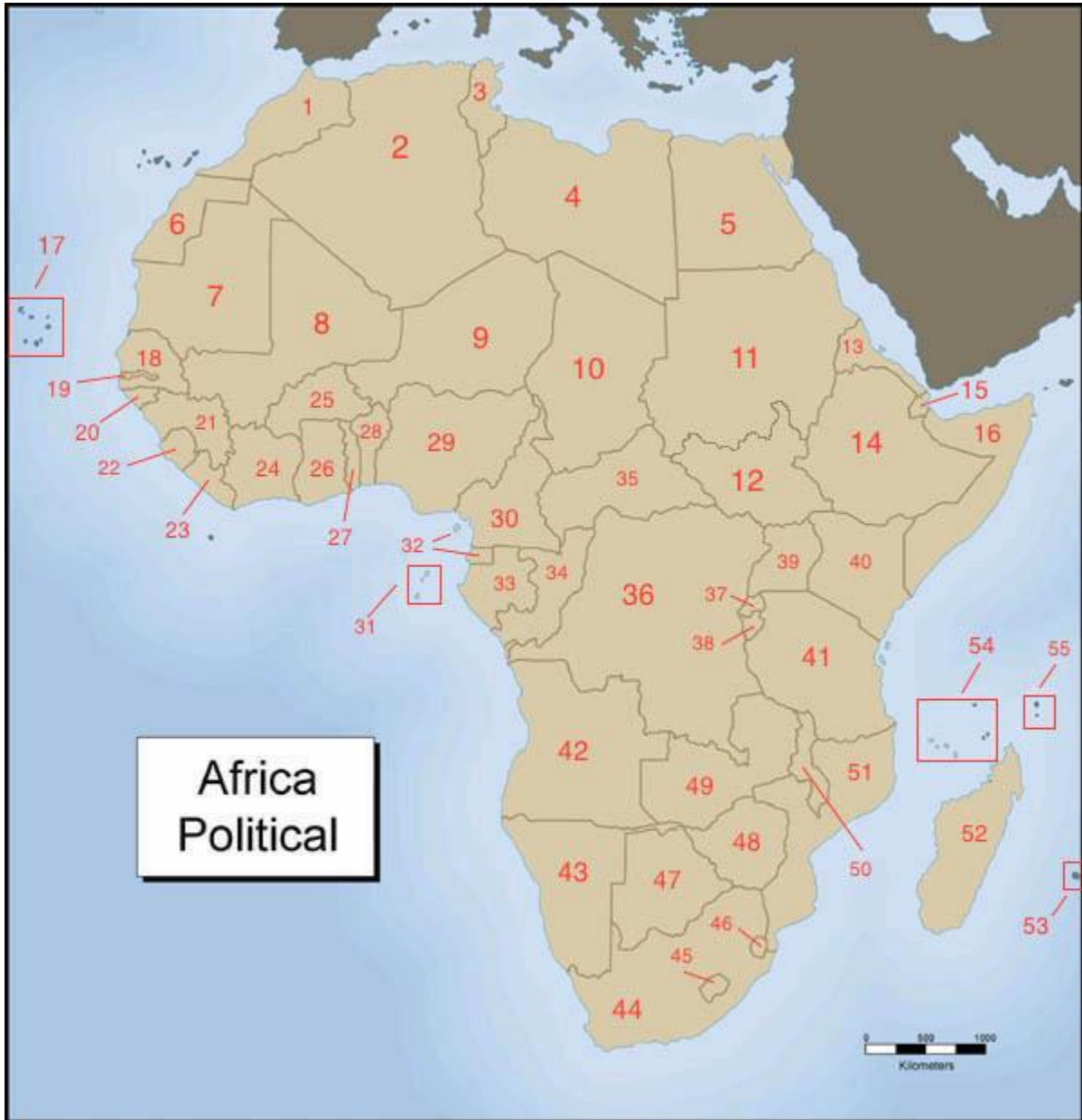
How has this religion spread?

Your additional research questions:

Political Map of Africa

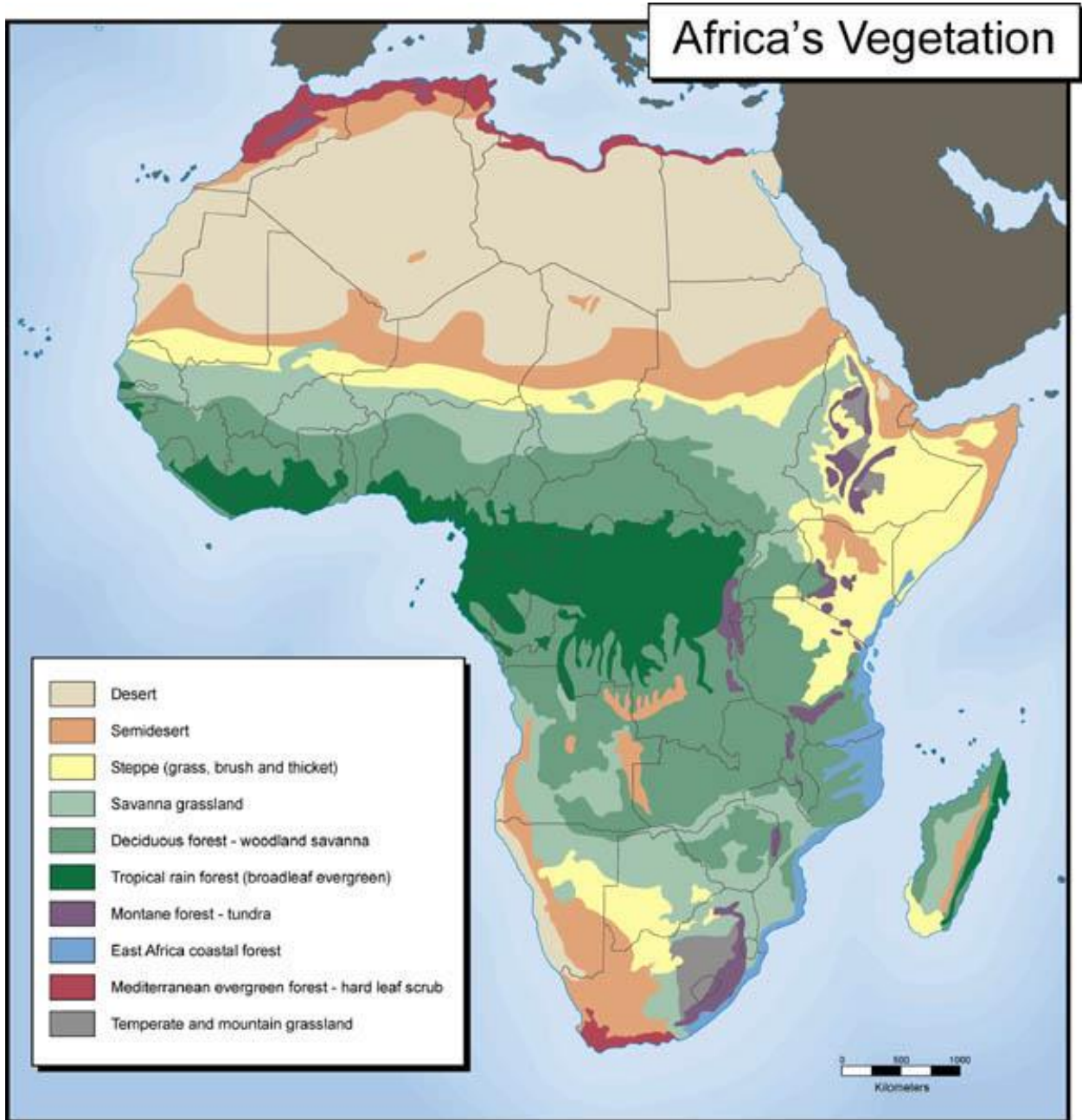


Numbered African Countries Map

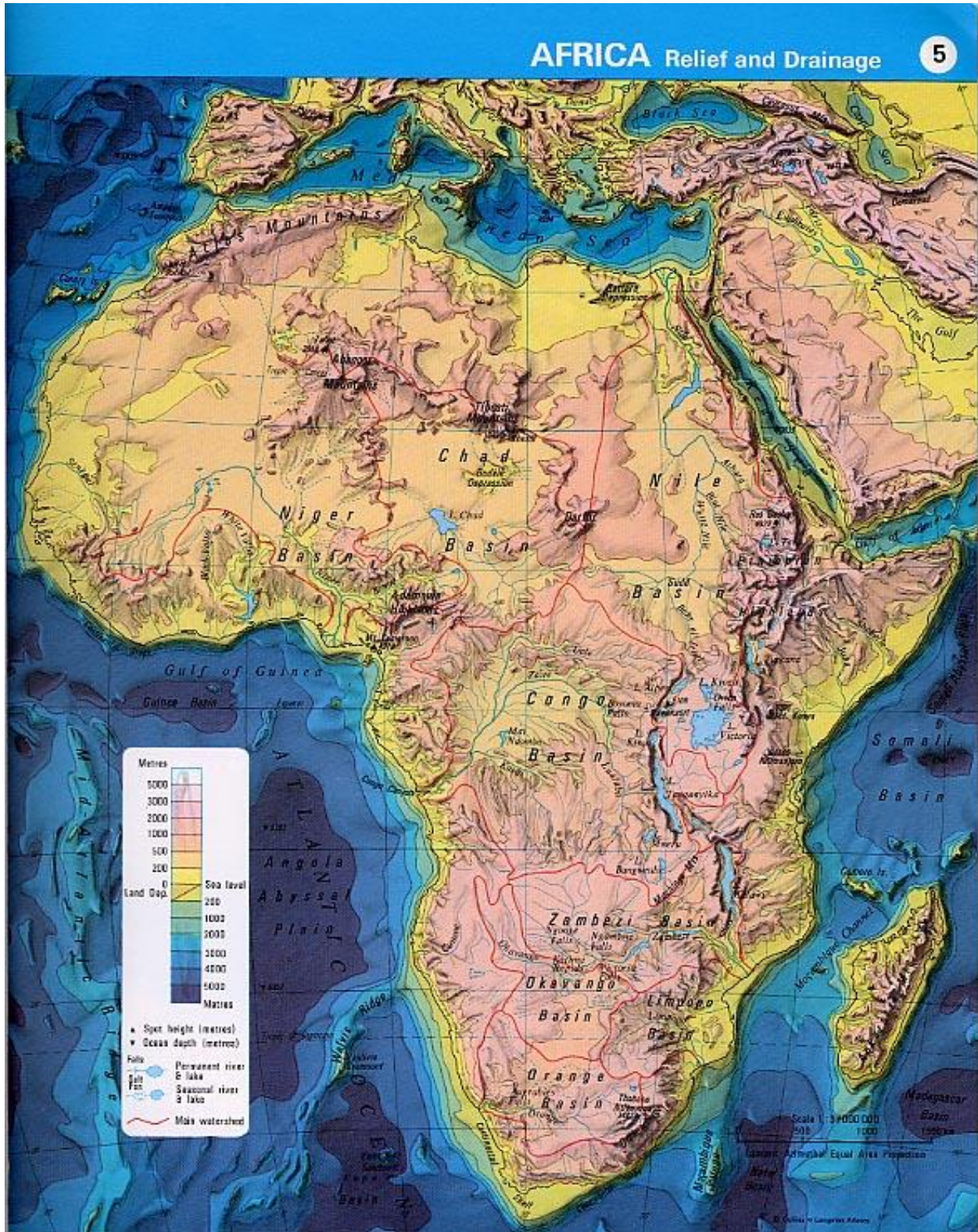


Geography of Africa Maps

Climate and Vegetation



Landforms



Jeopardy Questions

Landform Team:

1. What landform does the beach picture (1) show?
2. What landform (specifically) is in picture 2? (I.e. what mountain is it)?
3. What landform is shown in the main part (not the background) of the picture of the desert (3)?
4. What landform is shown in the picture of people plowing (4)?
5. What valley is shown in picture 5?

Climate Team:

1. What climate is does the beach picture (1) show?
2. What climate does the mountain picture (2) show?
3. What climate does the picture of the desert (3) show?
4. What climate does the picture of people plowing (4) show?
5. What climate does the picture of the Great Rift Valley (5) show?

Vegetation Team:

1. What vegetation can be seen in the beach picture (1)?
2. What vegetation does the mountain picture (2) show?
3. What vegetation does the picture of the desert (3) show?
4. What vegetation does the picture of people plowing (4) show?
5. What vegetation does the picture of the Great Rift Valley (5) show?

Religions Timeline and Map Project

Due Date: _____

Assignment: You will be choosing a religion in Africa that you did not conduct research on before and creating a timeline, map, and report of the history and progression of that religion in Africa.

Mode: Visual presentation: timeline and map to be presented to your classmates.

Audience: People who do not know much about how these various religions came to be in Africa.

Purpose: To educate yourself and others on how, exactly, these prominent religions in Africa got there, further deepening your understanding of Africa's connections with parts of the world.

Situation: It isn't enough to know that these religions exist in Africa, it's important to also understand *how* and *why* they got there in order to understand Africa as it is today. You must understand something's history before you can begin to understand it today.

Circle the religion you chose:

Islam

Christianity

Hinduism

Judaism

Indigenous Religions

Research Questions:

How did this religion come to be in Africa?

Where in the world did the religion start?

Where in Africa did it get introduced first?

Where did it spread in Africa?

How and where is it practiced today?

Timeline Instructions:

Using materials from class, create a timeline beginning at the place in which the religion was started, then how it came to Africa, how it was spread in Africa, the growth and change of that religion in Africa, and how the religion is practiced today in Africa. Your timeline should not leave out any details, so it should be pretty substantial in dates and events.

Map Instructions:

You will be given a blank map of Africa to use with your timeline in order to illustrate the location and spread of the religion. Make sure to clearly indicate where the religion was introduced in Africa and where it spread. You should create a key to help your audience interpret your map, and the use of colors and arrows are also helpful in representing the location and spread of the religion.

Report Instructions:

Your report should include: the origins of the religion, how it was introduced in Africa, how it impacted Africans, and how the religion is observed and practiced today, making connections throughout points in the religion's history. Be as detailed as possible. Your map and timeline should be used as a point of reference to support the information you provide in your report, as well as proper APA citations for the information you found in your research.

Religions in Africa Research Project Peer Review Worksheet

Instructions:

1. You will be in groups of 3 and have 2 copies of your completed first draft of your reports. Both of your group members will have a copy of your report, and you will have a copy of each of your group member's reports, but you will not have a copy of your own report.
2. You will get 15 minutes on one report, filling out this sheet for both of your group member's reports and making editing marks on the report itself, and when the timer goes off or the teacher says, you should go to the other report and do the same.
3. When revision is done, you will have 10 minutes to conference with one another and ask questions about the markings and comments on your own report.

What to mark on the report itself:

- A. Underline where s/he wrote about the origins of the religion, how it was introduced in Africa, how it impacted Africans, and how the religion is observed and practiced today.
- B. *Put a star* by each transition.
- C. Circle where s/he referenced their map and timeline
- D. Put a box around any APA citations that are missing or incorrect

This is filled out for _____'s report:

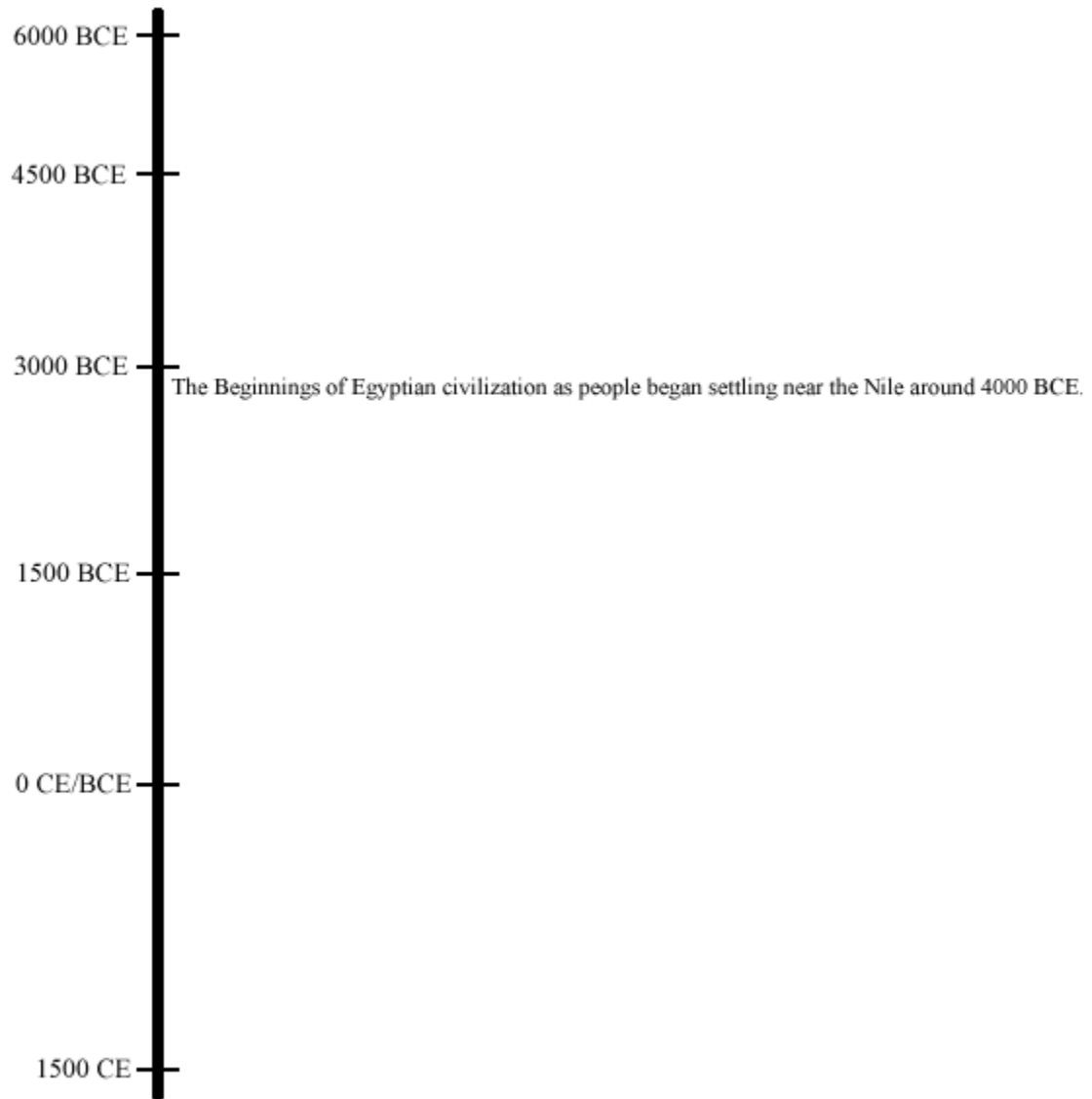
- My favorite part was:

- The part that needs most work is:

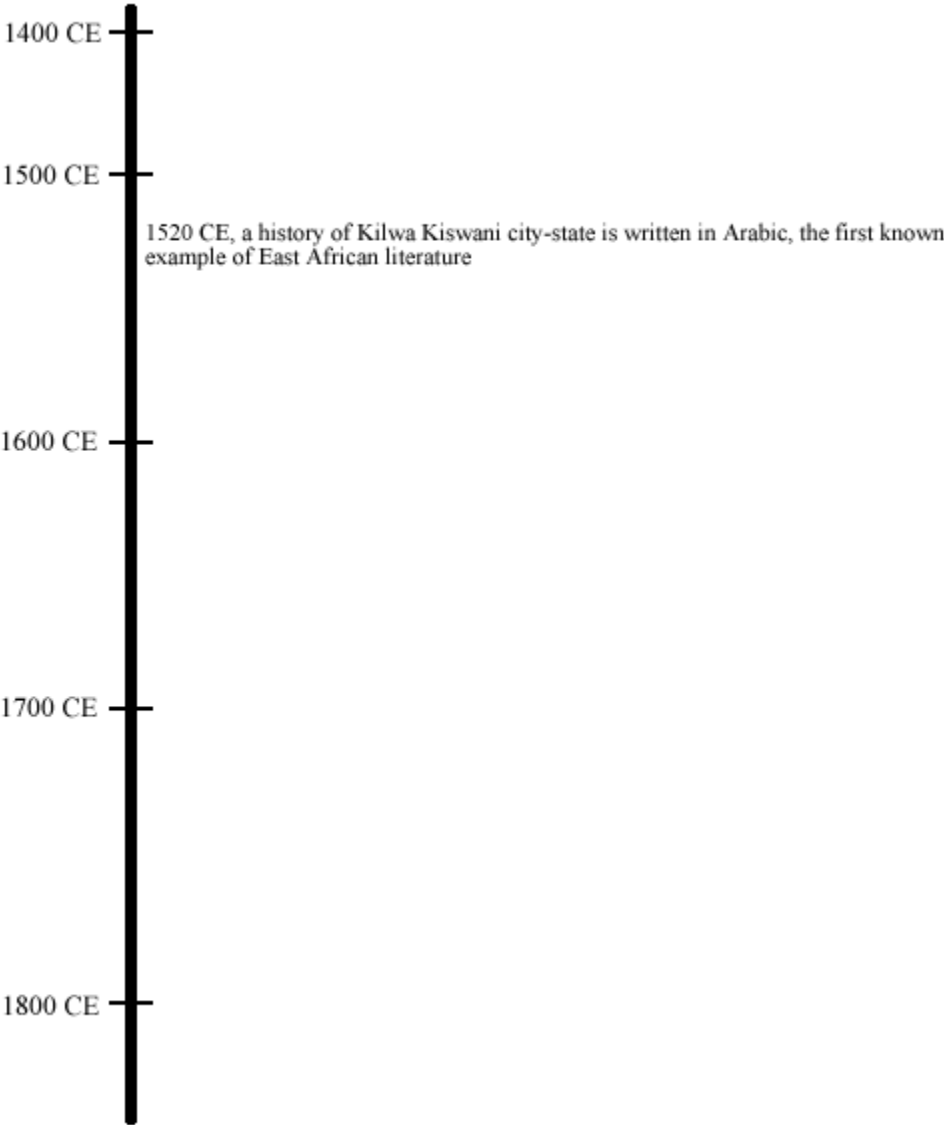
- What do you want to know more of in this report? What questions do you still have?

- What did you learn from this report

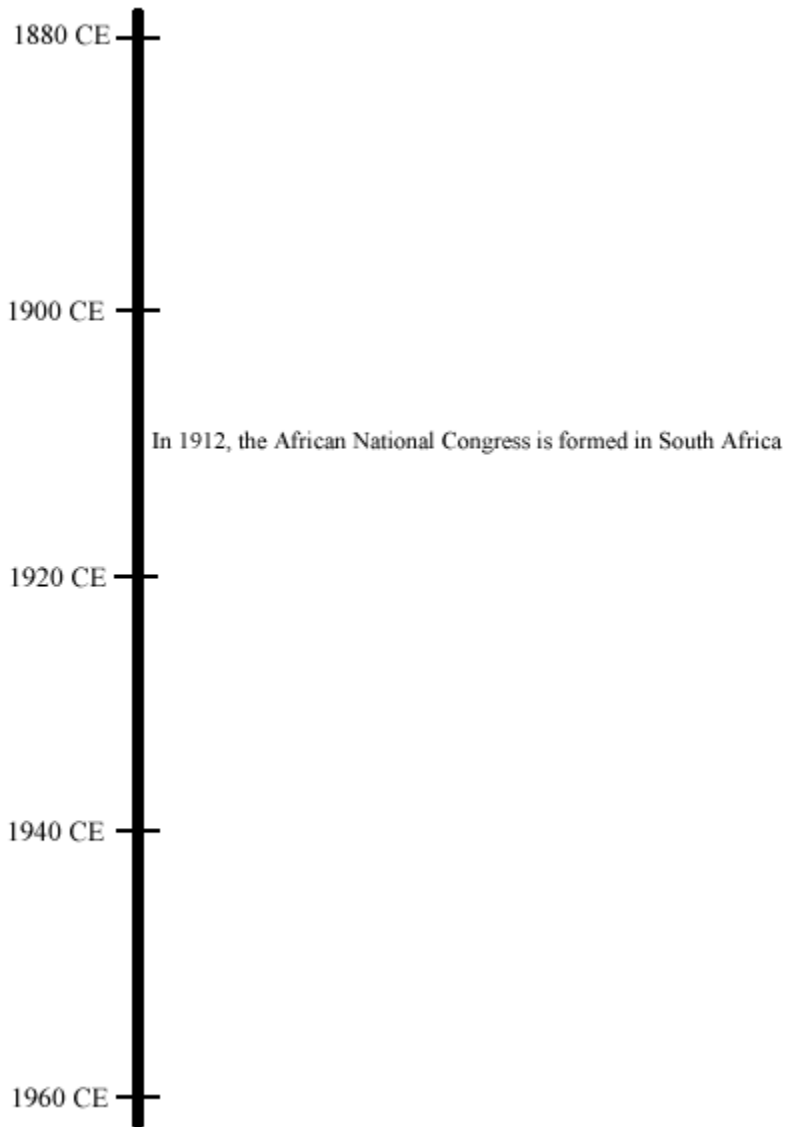
Ancient History to the 1400s Timeline



African History 1400s to 1800s Timeline



African History 1800s to 1960s Timeline

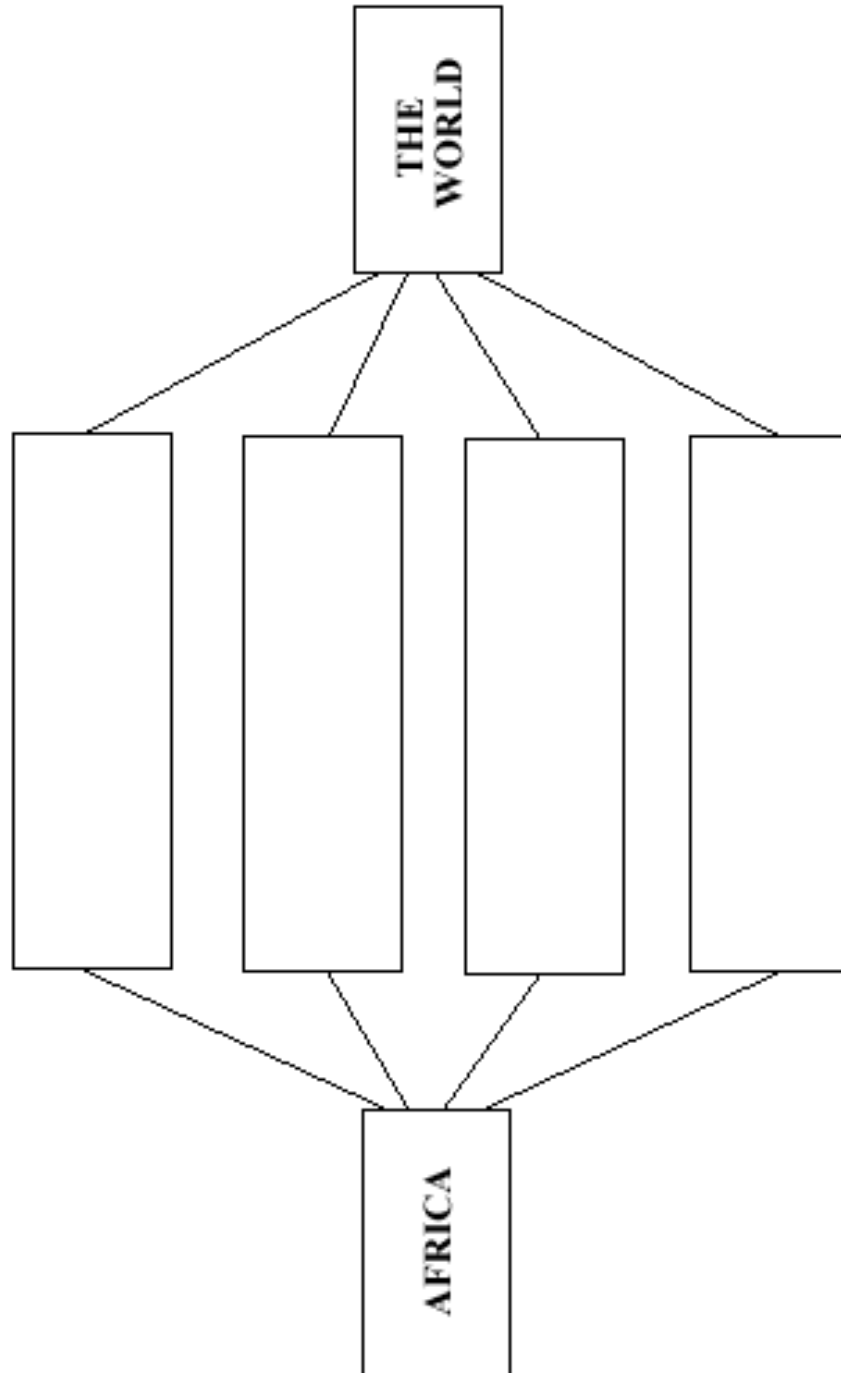


African History 1800s to 1960s Timeline



In 1994, South Africa ends apartheid rule.

African History Graphic Organizer



African History Multimedia Project Handout

Names of people in my group: _____

Due Date: _____

Assignment: Your group will select one of the connections from African history to the world for which you will create a multimedia project to present to your class.

Mode: This project can take the form of a video, website, online game, recorded song or music video, animated cartoon, etc. If your group has another idea, ask your teacher for permission.

Audience: Your audience is a group of people with limited knowledge of the connection you are going to be presenting, so be sure to provide a thorough report, and don't assume your audience has any prior knowledge of your connection.

Purpose: To deepen your understanding and your classmate's understandings of how Africa is connected to the world, and why it's important.

Situation: Many people believe Africa to be separate from the rest of the world, and don't realize how important Africa is to other countries, and how other countries are important to Africa. We want to destigmatize Africa as "the dark continent" and help others to realize how connected Africa really is.

Your multimedia project should include:

___ A comprehensive use of technology, not a superficial use of it.

___ A connection in African history between Africa and the world.

___ Some kind of visual to help your audience better understand the connection.

___ A detailed description of the connection:

___ Why is it important for both sides of the connection?

___ How did it start?

___ How do we utilize it today? If we don't, why did we stop?

Unit 1 Module 5 Activity 1 photograph



African History Cause and Effect Slips

Cut these out and distribute to students in scrambled order²⁷

Germany acquires Cameroon and Togo as territories, even though Germany had previously been uninterested in Africa.

The West Africa Conference takes place in Berlin, and there they decided to accept the Congo Free State as an internationally recognized kingdom under Leopold II's rule, to guarantee free trade in the Congo, and free navigation on the Niger and Congo rivers.

A British colonial administrator submits a roughly sketched map to the foreign office suggesting how the continent should be divided. Every single corner of the map is allocated to Britain, France, Portugal, Germany, Italy, Spain or Belgium.

World War I causes the sudden end of the German empire in Africa. From the outbreak of the war, all the German territories are under threat from troops in neighboring French and British colonies. Two years later, the whole of German Africa is in allied hands. At the treaty of Versailles, Germany gives up all her imperial claims.

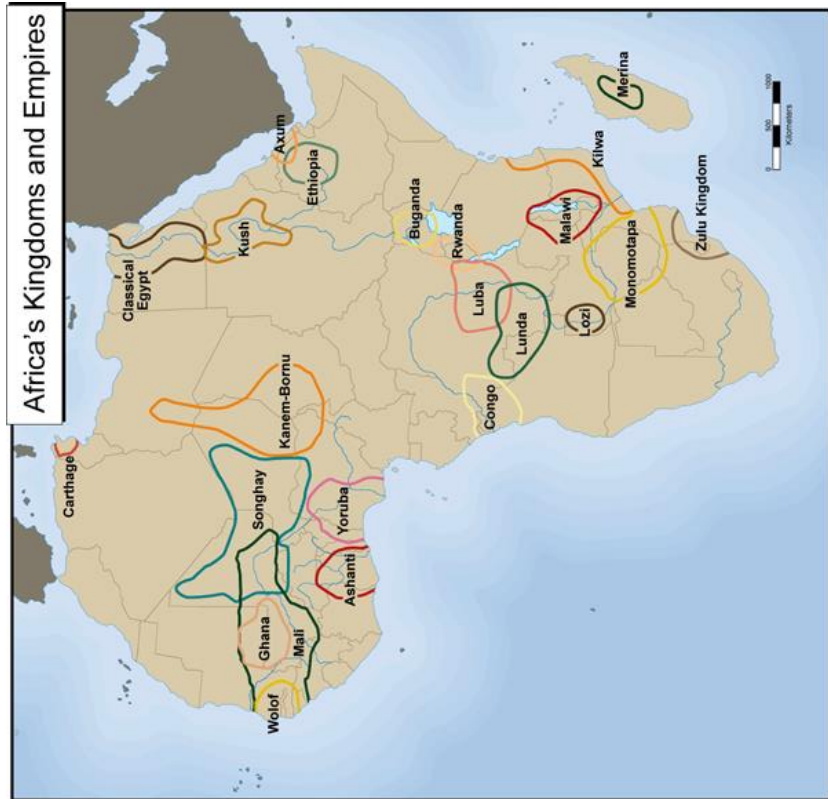
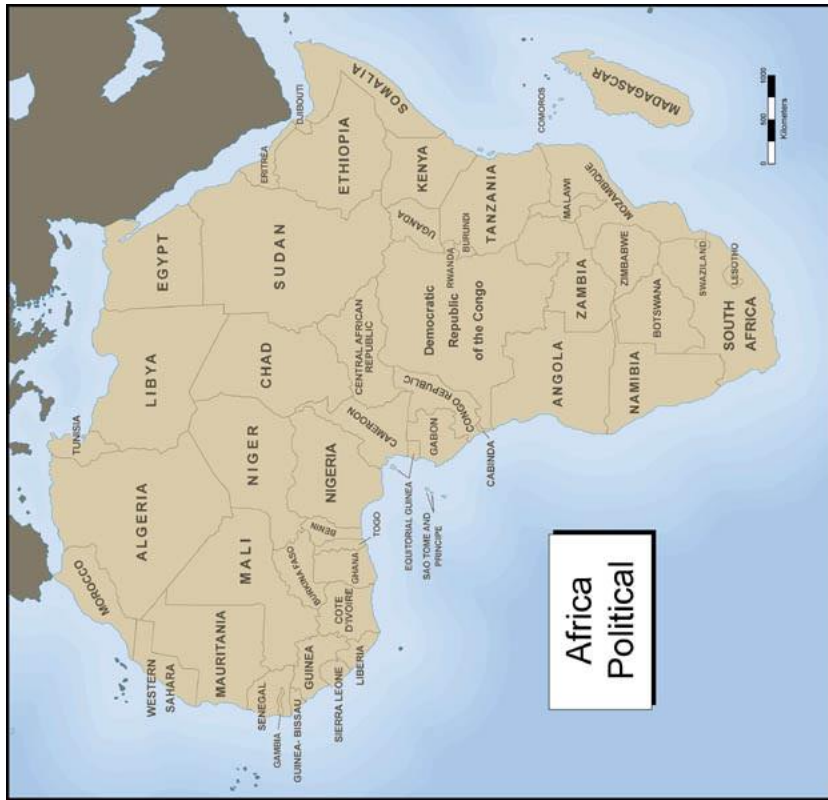
Uprisings and rebellions initiate all across Africa in protest to European rule. African politicians lead the revolts, and slowly, European powers begin to pull out of Africa.

The African continent returns to independence as a group of modern nations, defined by boundaries agreed between the colonial powers. In many cases these boundaries slice through tribal territories, creating difficulties between neighboring regimes. In another way, too, influences from outside Africa profoundly affect the newly independent nations, for their freedom coincides with the Cold War.

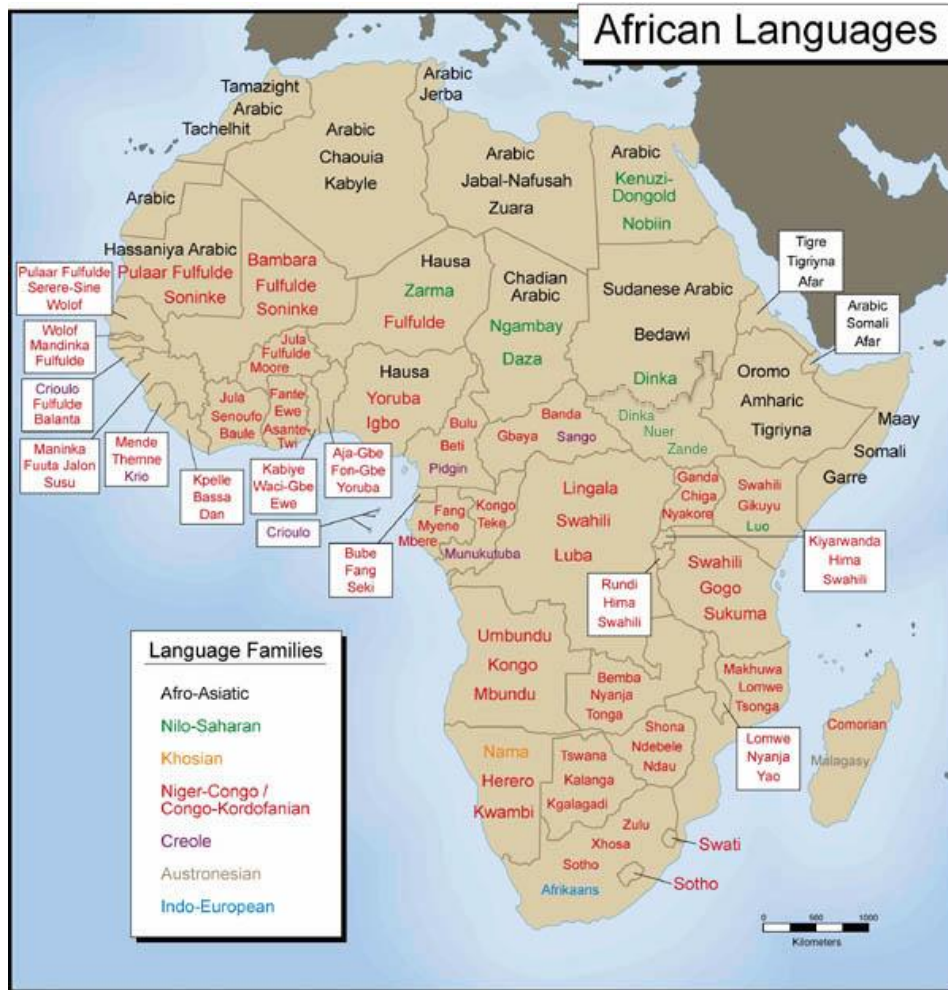
The end of the Cold War had a profound effect in Africa. The western nations, no longer needing to support client dictators in the fight against communism, divert their attention to another old idea of the free world - the introduction of democracy.

²⁷ Information gathered from: <http://www.historyworld.net/>

Map Comparison Handout



African Languages Worksheet



1. Find an example of two separate countries that have people who speak the same language in both countries.

2. What do you notice about the language families? Are there any patterns?

3. How might have Indo-European and Austronesian language families come to Africa?

Module 5 Research Homework Handout

Assignment:

1. **NY Times Articles:** Find two articles or stories about Africa in the NY Times and compare and contrast them. Things to think about: *How does the author feel about Africa in this article? What kind of words did the author use to describe Africa? What does the author want his or her readers to think about Africa, and how can you tell?*
2. **Home Discussion:** Go home and ask parents and/or friends to tell you the first five words that come to their mind when you say “Africa,” write their five words down, and then discuss with them why they chose those words. Make sure to include their reasoning in your writing, too.
3. **Home media:** Find a reference to Africa in the local media (i.e. newspaper (Detroit Free Press, etc.), magazine article, commercial on TV or radio, etc.) and summarize it. Include what the actual reference was in direct quotes, the media source, the author, and your interpretation or summary of that reference.

What’s next?

After you have completed these three tasks, you will bring them to class the next day and use them in that day’s lesson. Part of the lesson is to have a class discussion, so be prepared to ask questions and volunteer your own response to your classmates.

Class Discussion Points:

- Was the information you gathered from your 3 homework tasks mostly stereotypes of Africa, or not?
- What happens when people believe the stereotypes of Africa?
- How do we change the way people think about Africa?
- If there was anyone who collected information that was non-stereotypical, why do you think that was?

Write any questions you might have here, and be prepared to ask them in class:

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Five Quick Words

Stereotypical Words	Non-stereotypical Words
Poor	Agriculture
Starving	Industry
Black	Diverse
Tribal	Growth
Uncivilized	Tourism
Dirty	Leaders
Primitive	Freedom
Backwards	Hope
Diseased	Wealth
AIDS	Hospitality
Ebola	Inventive
Country	Continent
Wild Animals	Music
Jungle	Art

The Size of Africa

What is the difference between the two maps?

Answer: Africa is a different shape and size in one of them.

Which of the two maps is most accurate image of Africa in the world?

Answer: The one that portrays Africa as larger.

What happens when we see maps that show Africa being very small?

Answers will vary. Example: We think less of it; value it less; see it as less important.

How does this influence the way we think about Africa?

Answers will vary. Example: We think of it as a country; we think of the people in relation to its size, as being less important and less valuable; we "write it off"

What do we think when we see maps that show the United States being just about as big as Africa, even though in reality Africa is much, much bigger?

Answers will vary. Example: We think the United States is more important than Africa.

Why do you think Africa was ever portrayed as smaller than its actual size? What might be the reason for doing that?

Answers will vary. Example: So that people overlooked it and weren't as upset when it was colonized by Europe; because it was changing every time someone explored it, so it took a long time to get it right; so its value was hidden for the exploitation of others

Portraying African History

Which of the three pictures best portrays African history?

Answer: Most students will probably select one of the photos. This is fine, however all three photos portray aspects of African history. The photo of the pyramids represents an important aspect of African history because until recently, many historians have not treated classical/ancient Egypt as part of Africa. The top picture of captured slaves was also part of African history, but it is important to remember that as horrific as the slave trades were (Atlantic, Indian Ocean, and Trans-Saharan) they occurred during three centuries and did not impact the entire continent. The final photo is of Jomo Kenyatta, Kenya's first president, during the Independence Day celebrations in 1963. African nationalism and the independence movements throughout the continent are an important aspect of 20th century African history.

Why do you think so?

Answers will vary. Example: "Because I know Egypt is in Africa"

Why didn't you choose one of the other two pictures?

Answers will vary.

Why is this important? Why are we discussing this?

Answer: It is important for learners to realize that Africa has a rich, complex and diverse history that includes early human civilizations, has experienced harsh externally imposed systems of suffering such as slavery and colonialism, and that in spite of exploitation Africans have resisted these systems--have expressed their agency.

What happens when people think this way (indicating to a negative stereotype response) instead of this way (indicating to a realistic portrayal)?

Answers will vary. Example: "If someone only selects the "tribal" picture, then they're saying that's all Africa is about instead of choosing all the pictures and recognizing Africa's diverse history."

What happens when someone has the wrong idea about you? How do you feel?

Answers will vary.

Write about a time when someone had the wrong idea about you; how did that feel? Then compare that to people's wrong ideas about Africa and the people that live there; how do you think they might feel?

Answers will vary.

African Flags

Which one of these flags is the flag of Africa?

Answer: None of them, as continents do not have a flag.

What is the difference in meaning for these two flags?

Answer: One flag is for a country, the other is for a state.

What country does this flag belong to?

Answer: Zimbabwe

What happens when people think Africa is a country, not a continent?

Answers will vary. Example: "They think less of Africa." They do not realize that Africa is very diverse continent comprised of many independent countries (55)

Languages of Africa

What is the primary language in Africa?

Answer: There is not one primary language of Africa.

What is the primary language in Europe?

Answer: There is not one primary language of Europe.

Why do you think we asked you to tell us the primary language in Africa, and then the primary language in Europe?

Answer: Because Europe is likely to be more familiar, and Europe and Africa are both continents with highly diverse languages in every country.

What is the problem in asking those questions? Can you answer them?

Answer: It generalizes an entire continent and “reduces” it to a country, or even state/province level.

What might happen if someone thinks there’s only one primary language of Africa?

Answers will vary. Example: “They might think Africa is very small, or that it is incapable of having lots of different languages like Europe.”

Thinking Africa has only one primary language

Example Causes	Example Effects
<ol style="list-style-type: none">1. Lack of information about Africa in schools.2. The media only talks about Swahili being spoken in Africa.	<ol style="list-style-type: none">1. Not knowing enough about Africa to say one way or the other, or not caring.2. Thinking that Swahili is the only language people in Africa can speak, thus deeming Africa small, or Africans incapable of speaking a vast array of different languages.

Linked to the World

What goods do you think come from Africa?

Answers will vary. Example: "Coffee" or "gold"

Worksheet Questions:

What are some of the items you see in this image?

Answer: gasoline/petroleum, cotton, diamonds, coffee, tea, thread, gold, etc.

Which of these items do you think might come from Africa?

Answer: All of them.

Why do you think those items come from Africa?

Answers will vary. Example: "Because I watched a movie once where they mined for gold in Africa." "I have seen similar pictures in a textbook, newspaper, etc."

Likewise, in regard to the items you did not include, why do you think those items do not come from Africa?

Answers will vary. Example: "Because I think cotton is grown in the South in the United States."

Writing Prompt:

How did your idea of what goods came from Africa change after you were given the worksheet? What does this tell you about the way in which we think about Africa?

Answers will vary. Example: "I realized that there were a lot more things that came from Africa than I thought before, and that means that we generally don't

Module One Homework

Is there anything that you read that changes any of your own five words?

Answers will vary. Example: "I read something on BBC about students who were making inventions in South Africa, so I want to change one of my five words to 'inventive'"

Which articles?

Answers will vary.

What made you change your mind?

Answers will vary.

Is there anything that reaffirmed any of your own five words?

Answers will vary.

What articles and why?

Answers will vary.

Writing Exercise

What do I know about Africa?	What do I want to know about Africa?
<p>Examples: There are a lot of languages spoken there. There are safari animals there. There are 55 countries. Nelson Mandela was from South Africa.</p>	<p>Examples: How did all those languages emerge in Africa? What are some more goods that Africa exports around the world? Do we have any of the same animals that live in Africa Why is Nelson Mandela famous?</p>

Writing Exercise

Definition of:

History - Answer: past events.

Culture - Answer: the behaviors and beliefs characteristic of a particular social, ethnic, or age group (dictionary.reference.com)

Current events - Answer: present-time news events concerning important people, places, things, and ideas (dictionary.reference.com)

African history:

Answers will vary. Example: "Rwanda genocide, apartheid, and gold mining"

African culture:

Answers will vary. Example: "Music, dancing, ubuntu"

African current events:

Answers will vary. Example: "Ebola"

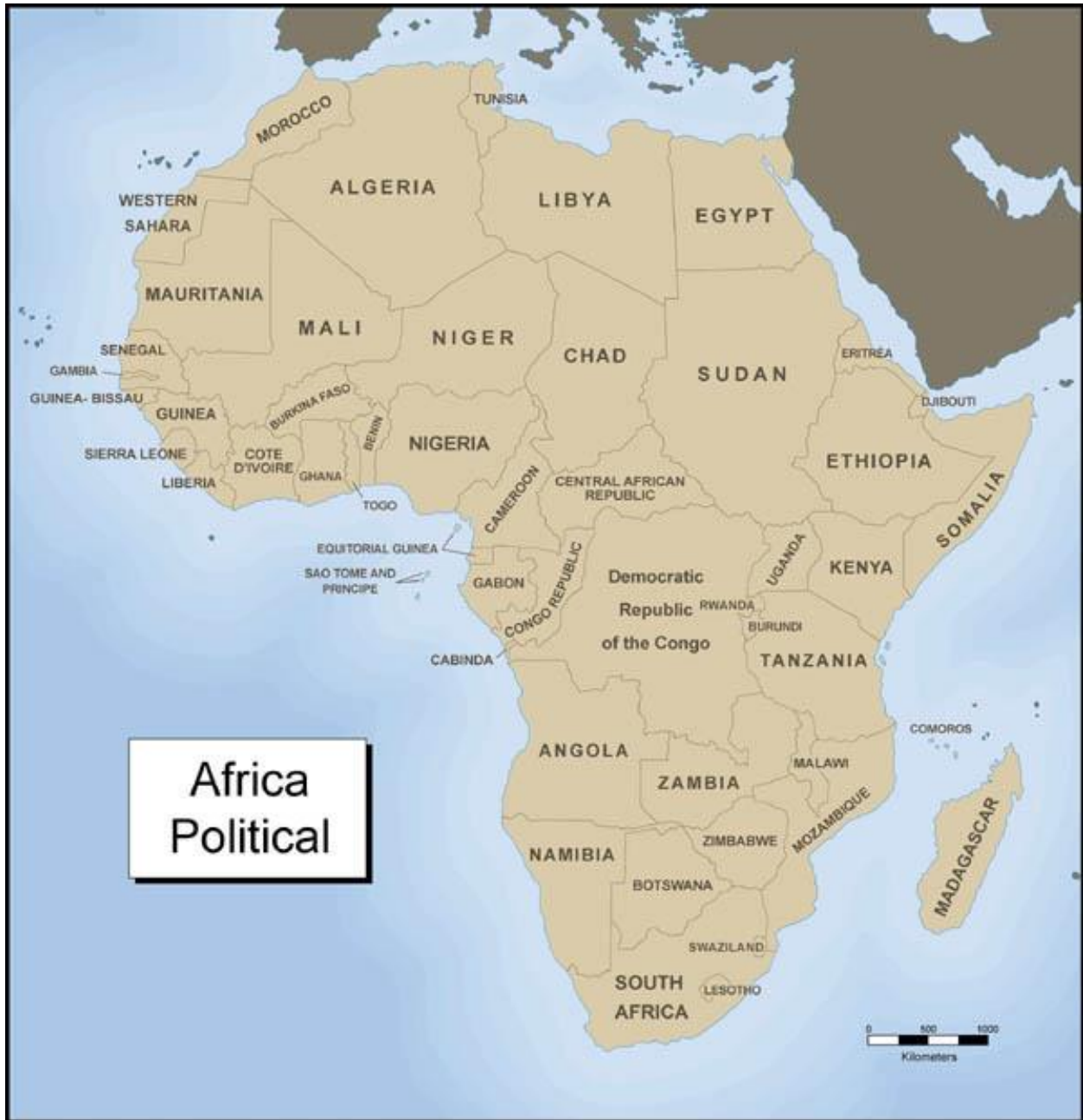
Questions about these three terms:

Answers will vary. Example: "When is the beginning of what we know about African history?"

Religions in Africa Research Project

No Answers Needed.

Identify Countries



Geography of Africa

Landforms: Answers

- The beach picture (1) shows a coastal plain.
- The mountain picture (2) shows Mount Kilimanjaro, one of the tallest mountains in the world.
- The picture of the desert (3) shows a valley. Note the mountain in the background and the hills on the sides, which surround the desert valley.
- The picture of people plowing (4) shows the flat terrain that is typical of Africa's plateaus, large raised areas of mostly level land.
- The picture of the huge valley (5) is of the Great Rift Valley in Kenya. Note how the plateau, the flat raised land on the left of the picture, drops over a huge cliff, or escarpment, into the valley below. Also notice the clusters of mountains in the background and to the right.

Climates: Answers

- The beach picture (1) shows a tropical wet climate; look at how dense the trees are just beyond the beach. In tropical wet regions, it rains almost all the time.
- The mountain picture (2) shows a "highland" climate, where extremely high elevations make the weather very cool. Mount Kilimanjaro, for instance, is covered with snow year-round.
- The picture of the desert (3) shows an arid climate, one with very little rainfall.
- The picture of people plowing (4) shows a "tropical wet and dry" climate, a place where crops can be grown because it is not too hot nor too cold, and a long dry season alternates with a long wet season.
- The picture of the Great Rift Valley (5) also shows a semi-arid savanna.

Vegetation: Answers

- The beach picture (1) shows tropical vegetation, such as palm trees, ferns, and vines.
- The mountain picture (2) shows deciduous trees; the kind of tree that loses their leaves when the weather becomes cold.
- The picture of the desert (3) shows small shrubs, grass, and a few trees, typical of desert climates in both north and South Africa.
- The picture of people plowing (4) shows low-lying scrub forest.
- The picture of the Great Rift Valley (5) shows the tall grasses, thorny bushes, and scattered trees of the savanna. Note what a variety of landforms, climates, and vegetation can be found across Africa! Only some parts of Africa look like safari pictures, many other parts have landforms, plateaus, and climates similar to places in the United States.

African Cultures

Culture - Answer: the behaviors and beliefs characteristic of a particular social, ethnic, or age group (dictionary.reference.com)

What is your own culture?

Answers will vary.

My own cultural practices	Same or different in Africa and why
<p>Examples:</p> <ol style="list-style-type: none">1. We watched Sesame Street every Saturday morning when we were little2. We go to school from September until June3. We celebrate the 4th of July	<p>Examples:</p> <ol style="list-style-type: none">1. Different, because they might not have Sesame Street, they might have a different cartoon show2. Different, because some African countries are in the southern hemisphere, and so the seasons are different3. Different, because the 4th of July is a celebration of American independence, and Africans would have no reason to celebrate that. Each of the 55 African countries has their own independence days.

Is this true for cultures in all of Africa? What do you think? Is that possible? Why or why not?

Answer: No, there are numerous different cultures in all of Africa that have vastly different cultural customs and beliefs.

African Religions Timeline and Map Project

No Answers Needed.

Making a Living in Africa

List all the jobs you can think of:

Answers will vary. Example: "Teacher, construction worker, lawyer, doctor, bus driver, etc."

List all the jobs you think people in Africa do:

Answers will vary. Example: "Farming, taxi driving, teachers, etc."

Why did you circle or highlight these jobs as being the same here and in Africa?

Answers will vary. Example: "Because there are teachers all over the world."

Why didn't you highlight these jobs?

Answers will vary. Example: "Because they use traditional healers in Africa."

What is needed in order for a job to be created?

Answers will vary. Example: "A need, resources, trained and skilled workers, etc."

Based on what you know about Africa, what kind of jobs are able to be created there?

Answers will vary. Example: "There are gold mines in Africa, so there needs to be gold miners."

Transportation in Africa

List of geographical features in Africa:

Answer: Mountains, rivers, desert, beaches, lakes, plains, valleys

List of transportation possible in Africa:

Answer: automobiles, trains, boats, planes, camels, walking, bikes, etc.

Examples of connections:

Rivers → Boats, because that's the only way you can travel efficiently on water.

Deserts → Camels, because it's too hot and dry to walk, and camels are adapted to that kind of travel

Ancient History to the 1400s

Timeline Answers:

- 6000 BCE - Nubian Civilization begins
- 4500 BCE - Early permanent human settlement at Tassili-N-Ajjer (Algeria)
- 4000 BCE-- Egyptian civilization begins
- 1000 BCE - Beginning of the migrations of the Bantu language speakers
- 900 BCE - Nok culture develops in Nigeria
- 500 BCE - Axumite/ Ethiopian civilization begins
- 0 CE/BCE - Beginning of the Trans-Saharan salt and gold trade
- 500 CE - Swahili trading towns develop on the coast of East Africa
- 1100 CE - Great Zimbabwe develops
- 1240 CE- Beginning of the Ghana Kingdom in West Africa

Graphic Organizer Examples:

- Gold from West Africa to North Africa and Europe
- Christianity from Palestine to North and East Africa
- Islam from Arabia to North and East Africa
- Ivory/Spices from East Africa to South Asia
- Glass beads from Asia to East Africa

African History 1400s to 1800s

Timeline Answers:

1444 CE - Portuguese visit Goree Island (Senegal)

1420 - 1460 CE - Portuguese sailors "explore" northwest coast of Africa

1500 CE - Beginning of the Trans- Atlantic Slave Trade

1505 CE - Portuguese establish settlement at Sofala (Mozambique)

1600 CE - Rise of the Luba-Lunda kingdom in present day Congo

1652 CE - Dutch establish a settlement at Cape Town (South Africa)

1700 CE - Beginning of the Buganda Kingdom in present-day Uganda

1800 CE - Height of the Lozi Kingdom in present day Zambia

1887 CE - German East Africa Company colonize city-state of Kilwa

Graphic Organizer Examples

Guns and ammunition from Europe to West Africa

Enslaved Africans from West Africa to the Americas

Slave and Ivory from East Africa to West and South Asia

Christianity from Europe to Sub-Saharan Africa

African History 1800s to 1960s

Timeline Answers:

1880 CE - Literary Renaissance in Egypt

1884-1885 CE - European leaders meet in Berlin to discuss the colonization of Africa--results in "Scramble for Africa."

1897 CE - Enoch Sontaga writes song "Bless O Lord Our Land of Africa" which would become the South African national anthem

1906 CE - Legislative Council for European settlers established in Kenya

1921 CE - Simon Kimbangu founds EJCSK independent church in the Belgian Congo

1930s CE - Negritude movement begins in Sengal

1939-1945 CE - World War II: major battles in North Africa; African colonies supply troops for the Allies.

1948 CE - Apartheid system established in South Africa

1954 CE - Gamel Abdel Nasser becomes president of Egypt after leading a military coup

1957 CE - Ghana gains independence from Britain

Graphic Organizer Examples:

Agricultural products (cotton, palm oil, peanuts/groundnuts) from Africa to Europe

Minerals (gold, copper, bauxite, etc.) from Africa to Europe

Manufactured goods from Europe to Africa

Christianity from Europe/North America to Africa

African culture (music, art, religious beliefs) from Africa to Europe, the Americas, Asia.

African History 1960s to Present

Timeline Answers:

- 1960 CE - Nigeria and Congo became independent
- 1961 CE - Tanzania becomes independent
- 1970 CE - Aswan High Dam on Nile River completed
- 1976 CE - Alex Haley publishes his novel Roots
- 1980 CE - 1980s Ali Farka Toure musician from Mali makes a mark in U.S.
- 1980 CE - Zimbabwe becomes independent
- 1983 CE - Sudan People's Liberation Movement formed
- 1994 CE - South Africa ends Apartheid --democracy established
- 1997 CE - Kofi Annan of Ghana becomes the first U.N. Secretary General from Sub-Saharan Africa
- 1999 CE - King Hassan of Morocco dies/succeeded by his son Mohammed VI
- 2002 CE - 17 year civil war in Angola comes to an end

Graphic Organizer Examples:

- Agricultural products (cotton, peanuts/groundnuts, cocoa, coffee, etc.) Africa to Europe, Asia the Americas
- Minerals from Africa to Europe, Asia, the Americas
- Industrial and manufactured goods from Europe, Asia, Americas to Africa
- Debt payments from African countries to Europe, Asia, America
- Immigration (Brain Drain) from Africa to Europe and North America
- Cultural practices--music, art, TV, films etc. Africa to the rest of the World and rest of the world to Africa

Picture Interpretation

What do you notice about the people in this picture?

Answers will vary. Example: "They're all dressed the same," or "They're happy."

How do you know?

Answers will vary. Example: "They're all hugging and smiling with one another."

If you could ask these people anything, what might you ask them? What do you want to know from them?

Answers will vary.

Are there any questions up here that stand out to you? Are there any questions that you want clarification on or have questions about?

Answers will vary.

Moving to Africa

Imagine that your family is moving to Africa, where would you like to live? Why?

Answers will vary. Example: "I'd like to move to South Africa because it won't be as hot as other countries."

What would life be like if you lived there?

Answers will vary.

What would life be like for a student from one of these places in Africa to move to our hometown?

Answers will vary.

African History Cause and Effect

Germany acquires Cameroon and Togo as territories, even though Germany had previously been uninterested in Africa.

The West Africa Conference takes place in Berlin, and there they decided to accept the Congo Free State as an internationally recognized kingdom under Leopold II's rule, to guarantee free trade in the Congo, and free navigation on the Niger and Congo rivers.

A British colonial administrator submits a roughly sketched map to the foreign office suggesting how the continent should be divided. Every single corner of the map is allocated to Britain, France, Portugal, Germany, Italy, Spain or Belgium.

World War I causes the sudden end of the German empire in Africa. From the outbreak of the war, all the German territories are under threat from troops in neighboring French and British colonies. Two years later, the whole of German Africa is in allied hands. At the treaty of Versailles, Germany gives up all her imperial claims.

Uprisings and rebellions initiate all across Africa in protest to European rule. African politicians lead the revolts, and slowly, European powers begin to pull out of Africa.

The African continent returns to independence as a group of modern nations, defined by boundaries agreed between the colonial powers. In many cases these boundaries slice through tribal territories, creating difficulties between neighboring regimes. In another way, too, influences from outside Africa profoundly affect the newly independent nations, for their freedom coincides with the Cold War.

The end of the Cold War had a profound effect in Africa. The western nations, no longer needing to support client dictators in the fight against communism, divert their attention to another old idea of the free world - the introduction of democracy.

Map Comparison

*For each of the following ancient civilizations, write down the country in which it could be found today:
Egyptian civilization, Kingdom of Ghana, Songhai civilization, Kingdom of Mali, and Kingdom of Lozi.*

Answers:

Egyptian Civilization - Egypt

Kingdom of Ghana - Mali, Mauritania

Songhai Civilization - Mali, Burkina Faso, Niger, Nigeria

Kingdom of Mali - Guinea, Guinea-Bissau, Gambia, Senegal, Mauritania,
Mali

Kingdom of Lozi - Angola, Zambia

African Languages

Find an example of two separate countries that have people who speak the same language in both countries.

Answers: Arabic (Egypt, Libya, Tunisia, Algeria, Morocco, Western Sahara), Hausa (Niger, Nigeria), Pulaar Fulfulde (Mauritania, Senegal), Wolof (Senegal, Gambia), Fulfulde (Gambia, Mali, Guinea-Bissau, Burkina Faso), Jula (Burkina Faso, Cote D'Ivoire), Swahili (Democratic Republic of the Congo, Rwanda, Burundi, Tanzania, Kenya)

What do you notice about the language families? Are there any patterns?

Answer: The language families generally stay in a cluster, or all nearby one another.

How might have Indo-European and Austronesian language families come to Africa?

Answer: Trade, missionary activity (Islam and Christianity) Colonization

What might "language family" mean?

Answer: Language families are made up of languages that while distinct share similar grammatical structure and share some common vocabulary

How are there so many different languages in Africa?

Answer: Answers may vary: language family tend to be in the same geographic area. Looking at the map of African languages students can see how the language families are geographically clustered.

Do you think languages are still being created?

Answer: Languages are constantly being created all the time

How do you create a language?

Answer: A language is created when two or more different languages come together, and the people have to find a way to communicate (i.e. pidgins and creoles). Or, by consciously creating a language (i.e. pig Latin).

Do you think languages are going extinct?

Answer: yes, they are.

How might they do that?

Answer: By genocide, disease, natural disaster, or when smaller language groups are gradually absorbed by neighboring language groups.

Research Homework

No Answers Needed.