

World Geography Curriculum Bundle #8

Title	Suggested Dates
Africa	February 15 – March 2, 2012

Big Idea/Enduring Understanding	Guiding Questions
<p>Although African countries contain vast natural resources including diverse plants and animals, the legacy of colonialism continues to make economic development uneven and difficult.</p>	<ul style="list-style-type: none"> • What are the effects of physical and human geographic patterns and processes on the past? What is their impact on the present? • What is the relationship between past events and current conditions? What are the human and physical characteristics of the same regions at different periods of time? • How do elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions? • How do political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration? • What are the benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture? • What are physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region? • How do maps show the division of land into separate political units such as cities, states, or countries, including man-made and natural borders? • How may citizenship practices, public policies, and decision making be influenced by cultural beliefs, including nationalism and patriotism? • What are ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently? • What are the causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism? • What is the environmental, economic, and social impact of advances in technology on agriculture and natural resources? • What are the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development? • How does the history of colonization continue to affect African countries today, especially in terms of culture, conflict and ability to profit from their vast natural resources? • What physical processes and relationships support different African biomes? • How are people, places and the environment in Africa connected and interdependent?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

World Geography Curriculum Bundle #8

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
Ongoing TEKS		
<p>WG.22 Social Studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>WG.22C use geographic terminology correctly; and</p>	<p>Assurance Words</p> <p>Tropics Tropic of Capricorn Tectonic plates Semi-arid Mediterranean Delta Reg Wadis Silt Hieroglyphs Fellahin Suez Canal Aswan High Dam Steppe Millet Dual economies Congo Basin Ivory Sisal Serengeti Plain Escarpment Veld Apartheid Informal sector Cape of Good Hope Victoria Falls Nomadic Kalahari Desert Atlas Mountains Islam Subsistence agriculture</p>	<p>Tropic of Cancer Great Rift Valley Arid subtropical Plateau continent Cold ocean currents Erg Sahara pharaohs free port Nile River Sinai Peninsula Desertification Sahel sorghum Niger River Tsetse Fly Swahili Genocide Lake Victoria biodiversity Afrikaners African National Congress Namib Desert Zambezi River animism Tropical Rainforest savanna Sub Saharan Arab Malaria</p>

World Geography Curriculum Bundle #8

	<p>Infrastructure Republic Blood diamonds slavery HDI pandemics Renewable/non-renewable resources Trade networks Formal region Functional region perceptual region Geometric boundaries Berlin Conference Migration child soldiers Terrorism cottage industry Diffusion levels of development Traditional ways traditional economies Developing newly industrialized More developed deforestation Coptic Christians Ethiopian Highlands Famine Dictatorship Refugees Blue Nile/White Nile Eco tourism endemic species Madagascar cultural diversity Sudan Darfur</p>	
<p>WG.20 Science, Technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>WG.20A describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and</p>	<p>TEACHER NOTE: You could teach this TEKS through ongoing current events study. And/or this TEKS could be taught through a research project on something like careers in geography. The City of New Braunfels and the City of San Antonio websites also have GIS information posted. This TEKS does need to be planned and taught before the STAAR (EOC) test.</p>	
<p>WG.23 Social Studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WG.23B use case studies and GIS to identify contemporary challenges and to answer real-world questions; and</p>	<p>TEACHER NOTE: You could use case studies and maps to identify and solve real world current questions.</p>	<p>Maps 101 including Geography in the News (Login information on Intranet)</p> <p>CNN Student News</p> <p>Issues databases from ABC-CLIO have excellent in-depth material (Login information on Intranet)</p>

World Geography Curriculum Bundle #8

TEKS Specific to Bundle #8		
<p>WG.1 History. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:</p> <p>WG.1A analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and</p>	<p>What are the effects of physical and human geographic patterns and processes on the past? What is their impact on the present?</p> <p>Include significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today.</p> <p>Students should be able to identify patterns in factors of settlement such as coastlines, access to interior, and access to water.</p> <p>Students should be able to identify densely populated regions including:</p> <ul style="list-style-type: none"> •Nigeria •Nile River valley and delta •Great Lakes region •South Africa 	<p>Use maps in textbook and atlases mapping out Population Distributions on the continent</p> <p>Use Google earth maps to located densely population areas on the continent.</p> <p>Interactive African Maps http://library.stanford.edu/depts/ssrg/africa/map.html</p>
<p>WG.2 History. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:</p> <p>WG.2A describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and</p>	<p>What is the relationship between past events and current conditions? What are the human and physical characteristics of the same regions at different periods of time?</p> <p>Compare what is valuable at different time periods:</p> <ul style="list-style-type: none"> • Salt/gold • Spices •Oil •Commodities •Diamonds (how has this commodity's value changed, and for what purpose, over time) •Ivory 	<p>Maps showing the empires of West Africa (1050-1500 map)</p> <p>Maps showing Salt and gold Trade routes http://en.wikipedia.org/wiki/Trans-Saharan_trade</p> <p>Trade Routes and Commodities, 500 – 1500 map https://qed.princeton.edu/images/a/a2/Trade_Routes_and_Commodities_500_to_1500.jpg</p> <p>Sailing Around Africa Map http://www.enchantedlearning.com/explorers/africa.shtml</p>

World Geography Curriculum Bundle #8

	<p>Available resources Available trade routes</p>	<p>History of Africa (Sub-Saharan Africa to 1500, Kingdoms and Trade routes) http://en.wikipedia.org/wiki/History_of_Africa</p>
<p>WG.4 Geography. The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to:</p> <p>WG.4A explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate groups.</p>	<p>How do elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions?</p> <p>Africa Climate Regions:</p> <ul style="list-style-type: none"> •Tropical – tropical wet/dry; tropical wet •Arid – desert; semi-arid •Subtropical – Mediterranean, Marine west Coast <p>TEACHER NOTE: Be sure to cover elevation, latitude, location near warm and cold ocean currents, position on continent, and relation to landforms (ex. Mountain ranges block moisture) as necessary within the specific regions.</p> <p>Specific landforms that should be mentioned in relation to climate include:</p> <ul style="list-style-type: none"> •Plateaus – “Plateau continent”, Ethiopian Plateau •Highlands – Ethiopians Highlands Congo, Niger, Nile Rivers – Deltas and dams •Cold ocean currents off west coast helps create the Namib Desert (same effect as cold currents off South America/Atacama Desert) 	<p>Account of El Niño and graphic text information about wind currents as factors affecting climate.</p> <p>Internet Geography Great for climate zones among other topics. http://www.geography.learnontheinternet.co.uk/topics/climatezones.html</p> <p>Biomes of the World – Definitions and maps http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/B/Biomes.html</p> <p>Introduction to Biomes from Radford Geography Dept. http://www.radford.edu/~swoodwar/CLASSES/GEOG235/biomes/intro.html</p> <p>Textbook/atlasses – compare landform map to climate map and vegetation patterns</p> <p>United Streaming: <i>Global Warming: Predicting Climate changes</i> (05:33) <i>Climate Changes</i> (04:35)</p>
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to:</p> <p>WG.7B explain how political, economic, social, and environmental push and pull factors and</p>	<p>How do political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration?</p> <p>National and international migrations are shaped by push-and-pull factors</p>	<p>United Streaming: <i>“Natural Disasters and Famine in Africa”</i> (5:53)</p>

World Geography Curriculum Bundle #8

<p>physical geography affect the routes and flows of human migration; and</p>	<p>National (Interregional) Migrations</p> <p><u>Push Factors</u></p> <ul style="list-style-type: none"> •Rural areas are suffering soil erosion, deforestation, and water overuse (For example, Vietnam has the 2nd highest rate of deforestation of primary forests in the world. Second only to Nigeria) •Scarcity of land and population growth <p><u>Pull Factors</u></p> <ul style="list-style-type: none"> •Industry •Education and government services 	
<p>WG.7 Geography. The student understands the growth, distribution, movement, and characteristics of world populations. The student is expected to:</p> <p>WG.7D examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture.</p>	<p>What are the benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture?</p> <p>Cities to be examined:</p> <ul style="list-style-type: none"> •Cairo, Egypt •Nairobi, Kenya •Cape Town, South Africa •Lagos, Nigeria <p>Students should be able to:</p> <ul style="list-style-type: none"> •Locate the above cities on a map •Understand why they are important cities based on their location •Look at patterns in size and distribution of cities (where cities are located within Africa) 	<p>Textbook and atlases- Population distribution of Africa</p>
<p>WG. 9 Geography. The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to:</p>	<p>What are physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region?</p>	<p>United Streaming Video: <i>The Five Themes of Geography</i> (17:44)</p> <p>Explanation of factors that make a region (ex: Sahel)</p>

World Geography Curriculum Bundle #8

<p>WG.9A identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and</p>	<p>Five Themes Patterns</p>	<p>Students need to understand the concepts to define a region. Take it one step further and have them determine whether it is formal, functional, or perceptual regions.</p>
<p>WG.13 Government. The student understands the spatial characteristics of a variety of global political units. The student is expected to:</p> <p>WG.13A interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries; and</p>	<p>How do maps show the division of land into separate political units such as cities, states, or countries, including man-made and natural borders?</p> <p>Compare Ethnic and Political maps of Africa</p>	<p>Ethnic Boundaries and Political Boundaries in Africa http://teacherweb.ftl.pinecrest.edu/snyderd/APHG/projects/MUN-BC/maps/ethnicities.jpg</p>
<p>WG.15 Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to:</p> <p>WG.15B explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism.</p>	<p>How may citizenship practices, public policies, and decision making be influenced by cultural beliefs, including nationalism and patriotism?</p> <p><u>How does our community affect our expectations for students at school? What other factors (i.e., age, gender, etc.) also affect expectations? (Link to school-wide expectations matrix)</u></p> <p>AFRICA South Africa - Apartheid</p> <ul style="list-style-type: none"> •Apartheid compared to Jim Crow in U.S. <p>Central Africa – Citizenship procedures are lacking because these countries were organized because of colonialism with no consideration for ethnic diversity or tribal relationship and the governments in power are usually corrupt and weak.</p> <p>Students will be able to explain how countries in Southwest Asia deal with make different decisions about certain practices and public policies despite the fact that all are</p>	

World Geography Curriculum Bundle #8

	predominately Muslim.	
<p>WG.16 Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to:</p> <p>WG.16C explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and</p>	<p>What are ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently?</p> <p>Compare European and African viewpoints of imperialism</p>	
<p>WG.18 Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to:</p> <p>WG.18B assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; and</p>	<p>What are the causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism?</p> <p>AFRICA</p> <p>Political and cultural—colonization and effects</p> <ul style="list-style-type: none"> •Students will be able to identify how the culture of a country is influenced by the European power that colonized them, both during colonization and since independence. •Students will be able to explain the importance of the Berlin Conference, and the lasting impact of colonization on present-day African countries. •Analyze how the identity of a place is influenced by language, religion, and political and economic systems. For example: <ul style="list-style-type: none"> •Islam replacing Christianity as the dominant religion – Nigeria •Bantu Migration – spread of Bantu languages •Many former colonies have transitioned into dictatorships •Many African countries have become “one-commodity” countries 	<p>Textbook and atlas maps showing Bantu migration</p> <p>Maps showing Colonialism in Africa</p> <p>European Colonialism Political Cartoon http://www.google.com/imghp</p> <p>Cecil Rhodes Political Cartoon http://upload.wikimedia.org/wikipedia/commons/thumb/b/e/ec/Punch_Rhodes_Colossus.png/250px-Punch_Rhodes_Colossus.png</p> <p>Maps 101 – Africa 1914 http://www.maps101.com/index.php</p>

World Geography Curriculum Bundle #8

<p>WG.19 Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to:</p> <p>WG.19C examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.</p>	<p>What is the environmental, economic, and social impact of advances in technology on agriculture and natural resources?</p>	<p>United Streaming: <i>Aswan High Dam: Earth, Science, Land and Water – Dams</i> (2:55)</p> <p>Background information on Aswan High Dam and Pros and Cons</p>
<p>WG.20 Science, technology, and society. The student understands how current technology affects human interaction. The student is expected to:</p> <p>WG.20B examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development.</p>	<p>What are the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development?</p>	<p>Population Density Map http://maps.unomaha.edu/peterson/funda/MapLinks/Africa-2/Africa2_files/image009.jpg</p> <p>Textbook - Economic Activities Map</p> <p>Economic Activity in Africa Map http://teacherweb.ftl.pinecrest.edu/snyderd/APHG/projects/MUN-BC/maps/economy.jpg</p> <p>Health Statistics for diseases of the world</p> <p>Maps 101 http://www.maps101.com/index.php</p> <p>MALARIA'S NEW SCIENCE</p>
<p>WG.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>WG.21B locate places of contemporary geopolitical significance on a map; and</p>		<p>Population Density Map http://maps.unomaha.edu/peterson/funda/MapLinks/Africa-2/Africa2_files/image009.jpg</p> <p>Textbook - Economic Activities Map</p> <p>Economic Activity in Africa Map http://teacherweb.ftl.pinecrest.edu/snyderd/</p>

World Geography Curriculum Bundle #8

<p>WG.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>WG.21C create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.</p>	<p>Standard of living is a function of the level of development in a country, measured by factors such as the amount of personal income, levels of education, food consumption, life expectancy, availability of health care, ways natural resources are used, level of technology, and others.</p> <p>AFRICA (compare and contrast to this TEKS in Latin America)</p> <p>Students should be able to compare the effects of colonization by the Spanish in Latin America to the effects of colonization by other European powers in Africa.</p> <p>Students should be able to compare areas of high standards of living to areas of low standards of living, and the implications of different levels of development on the cultural, economic, and political characteristics of a region.</p>	<p>Compare and Contrast Essay: Colonization in Latin America and Africa.</p> <p>Imperialism stations</p>
<p>WG.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WG.23A plan, organize, and complete a research project that involves asking geographic questions; acquiring, organizing, and analyzing information; answering questions; and communicating results;</p>		<p>Highway Across Africa project</p>
<p>WG.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WG.23C use problem-solving and decision-making processes to identify a problem, gather</p>		<p>Current Events:</p> <ul style="list-style-type: none"> •Write own article on issue in Africa •Episode 3 of <i>Guns, Germs and Steel</i> •<i>National Geographic</i> article from Jared Diamond •Highway Across Africa (Linda Hammon) •Song and music video: “Free Nelson Mandela” by

World Geography Curriculum Bundle #8

information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

- Specials AKA (Analyze lyrics)
- Imperialism DBQ and learning stations
 - National Geographic* – diamonds
 - National Geographic* – cell phones and the mineral colton
- Current events:**
- Child soldiers - LRA in Congo (*Invisible Children* website)
 - Child trafficking
 - Pirates (*Dangerous Waters*) – Horn of Africa
 - Blood Diamonds
 - Nigerian Hydroelectric
 - Malaria in Africa
 - Elections in Sudan – New country of South Sudan
 - Arab Spring – Revolutions in Tunisia, Egypt, Libya...

DIFFERENCES FOR THE PRE-AP CLASSROOM

- I. **Collection and Acquiring Information** – These skills are used at all levels of Pre-AP* and AP* coursework with progressively more detailed readings and note-taking efforts. These techniques promote active reading and increased comprehension skills. As skills develop, students begin to organize information, identify key concepts and relationships, and acquire knowledge for interpretation and analysis of content materials. *Examples: SQ3Rs, Cornell Note-taking, working with Matrixes’, etc.*

- II. **Processing Information** – Practicing the techniques of collecting and acquiring data will allow the student to prepare for higher-level critical thinking, such as assessing, analyzing, and interpreting trends, connections, and relationships. The goal of Pre-AP classes is to introduce these skills and give students the opportunity to practice them with teacher guidance. As students progress, they will rely less on their instructor and can become more independent thinkers. *Examples – Organizing – APPARTS, SOAPS, Mapshots, PERSIA, etc.*

- III. **Study Skills** – Students who accept the academic challenge of higher-level classes often are not prepared for the task of studying for tests or cumulative examinations. Perhaps in previous experiences, simply being in class and attending to the presentation at hand was sufficient to retain the level of information necessary to do well in class. However, as students progress with their courses of study, it is necessary to ensure that students have a basic idea of how to study efficiently.

**See the Skills Matrix in the WG- Gearing up for the EOC/STAAR binder for these different types of processes.*