

SOCIAL STUDIES
Geography/United States History
Grade 8
Amazing Africa

Lesson Components:

Benchmarks

- G-1A-M2 interpreting and developing maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns
- G-1B-M1 explaining and analyzing both the physical and human phenomena associated with specific places, including precipitation and settlement patterns
- G-1B-M2 identifying and describing significant physical features that have influenced historical events
- G-1B-M3 identifying criteria used to define regions and explaining how and why regions change
- G-1B-M4 describing and explaining how personal interests, culture, and technology affect people's perceptions and uses of places and regions
- G-1C-M1 predicting and explaining how physical features help to shape patterns and arrangements in the physical environment
- G-1C-M3 describing the characteristics and patterns of human settlement in different regions of the world and analyzing the impact of urbanization
- G-1C-M4 analyzing types, patterns, and effects of human migration over time
- G-1C-M5 tracing local and worldwide patterns of cultural diffusion and analyzing their causes and effects
- G-1C-M6 comparing historical and contemporary patterns of economic interdependence
- G-1C-M7 explaining how cooperation and conflict among people contribute to the political divisions on Earth's surface
- G-1D-M2 explaining and giving examples of how characteristics of different physical environments affect human activities
- G-1D-M3 analyzing the worldwide distribution and utilization of natural resources
- C-1A-M2 describing the essential characteristics of various systems of government
- C-1C-M1 describing how the world is organized politically and explaining the means by which nation-states interact
- E-1A-M1 describing how the scarcity of resources necessitates decision making at both personal and societal levels
- E-1B-M5 identifying different types of taxes and user fees and predicting their consequences
- E-1B-M6 determining the reasons for trade between nations, identifying costs and benefits, and recognizing the worldwide interdependence that results
- H-1A-M1 describing chronological relationships and patterns
- H-1A-M2 demonstrating historical perspective through the political, social, and economic context in which an event or idea occurred

H-1A-M3	analyzing the impact that specific individuals, ideas, events, and decisions had on the course of history
H-1A-M4	analyzing historical data using primary and secondary sources
H-1A-M5	identifying issues and problems from the past and evaluating alternative courses of action
H-1A-M6	conducting research in efforts to answer historical questions
H-1C-M10	analyzing the political, social, and cultural developments and changes that resulted from the rise and fall of empires and kingdoms in Europe, Asia, Africa, and the Americas
H-1C-M11	analyzing the cultural and economic impact of the interregional system of communication and trade that developed among the peoples of Europe, Asia, and Africa

Key Concepts

Equator, tropics, physical features of places: land forms and bodies of water/ waterways, latitudinal location, climatic zones, precipitation patterns, vegetation, ecosystems; human phenomena associated with places: migration, settlement patterns, land use; criteria used to define regions: physical features, human settlement patterns, land use, cultural or political similarities; population characteristics: migration, religion; trade; economic interdependence; territorial expansion; physical environments: rain forest, agricultural land, upland regions, landlocked areas; natural resources: forests/timberland, oil and natural gas, minerals in the earth (gold, copper, diamonds), plants; systems of government; political organization of the world (nation-states); diplomacy; treaty; economic wants: economic choice/decisions; productivity; barter; international trade; types of taxes; impact of government policies; worldwide interdependence; chronology; major historical issues/problems; course of action; timeline; change over time; historical analysis; alternative courses of action; African civilizations: Ghana, Mali, Songhai; da Gama; cultural diffusion

Lesson Duration

10 days

Purpose/Introduction

See individual lessons attached

Objectives

1. Read and interpret a map, using a map key/legend and symbols, distance scale, compass rose, and cardinal or intermediate directions. (G-1A-M2)
2. Locate major land forms and geographic features, places, and waterways on a physical map of Africa. (G-1A-M2)

3. Locate major points/features on maps of Africa, early West Africa empires, and early city-states of East Africa. (G-1A-M2)
4. Add features to a map based on given narrative information, such as key cities, major land forms, bodies of water, etc. (G-1A-M2)
5. Describe or analyze the distinguishing physical and/or human characteristics of given areas in Africa. (G-1B-M1)
6. Identify physical features that influenced historical events in Africa and describe their influence. (G-1B-M2)
7. Identify ways in which location and physical features (e.g., bodies of water, waterways, mountains, deserts) generally influenced the development or life of various regions in Africa. (G-1B-M2)
8. Identify physical or other criteria used to define regions in Africa, or apply criteria to distinguish one region from another. (G-1B-M3)
9. Explain how or why specific regions in Africa are changing as a result of physical phenomena (e.g., encroachment of the desert). (G-1B-M3)
10. Explain how goals and interests affect the uses of places or regions. (G-1B-M3)
11. Explain how technological advances and modern innovations affect the uses of places. (G-1B-M3)
12. Explain why humans settled and formed societies in specific regions of Africa, or why immigrant groups settled in specific areas of Africa. (G-1C-M1)
13. Identify political, cultural, and economic motives for migration (e.g., to escape severe and chronic climate changes such as drought). (G-1C-M1)
14. Explain patterns of rural/urban migration, or the positive and negative consequences of urban development. (G-1C-M3)
15. Explain the role of geographical factors in migration. (G-1C-M4)
16. Describe the factors that contribute to cultural diffusion (e.g., trade of goods/ services). (G-1C-M5)
17. Describe parallels (or describe differences) between an historical and contemporary example of economic interdependence (based on given information concerning Africa). (G-1C-M6)
18. Explain conditions and motivations that contribute to conflict or cooperation with and among nations (e.g., natural resource needs, territorial expansion). (G-1C-M7)
19. Identify or explain examples of cooperation, conflict, and ways societies interact to meet their needs (e.g., trade/political treaties). (G-1C-M7)
20. Identify or describe the benefits or challenges inherent in a particular environment. (G-1D-M2)
21. Analyze ways in which a physical environment affects its inhabitants' way of life. (G-1D-M2)
22. Explain or give examples of how people adapt to living in a particular physical environment. (G-1D-M2)
23. Analyze world or regional distribution of natural resources in terms of the need to import or the capacity to export. (G-1D-M3)
24. Explain any of the various means by which nations interact. (C-1C-M1)
25. Analyze situations involving scarcity (limited resources) at the individual, group, or societal level to determine the need for choices or what is gained/lost by a decision. (E-1A-M1)

26. Explain reasons for trade between nations and the impact of international trade. (E-1B-M6)
27. Demonstrate an understanding of elapsed time between and within time periods. (H-1A-M1)
28. Explain change or continuity over time (e.g., explain how a society has changed over a given period of time) based on information in stimulus material. (H-1A-M2)
29. Explain how a given historical figure influenced or changed the course of history. (H-1A-M3)
30. Interpret or analyze historical data in a map, table, or graph to illuminate historical factors or trends. (H-1A-M4)
31. Identify historical issues or problems and possible courses of action to address them. (H-1A-M5)
32. Analyze given source material to distinguish opinion or propaganda from fact. (H-1A-M6)
33. Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Africa. (H-C-M10)
34. Identify effects of trade on the economic and cultural development of Africa. (H-1C-M11)

Prior Knowledge/Pre-requisites

Basic knowledge of continents and location of Africa on a map or globe

Materials/Resources

Student notebooks; student textbooks; overhead projector; map of the world's continents and oceans; physical, climate, and land use/products maps of Africa; political map of the major regions of Africa; maps of early West and East African kingdoms; map of Colonial Africa in 1914; political map of Africa today; artifacts on Africa; crossword puzzles on Africa; student LEAP folders

Teacher Preparation

The teacher should have a basic and working knowledge of the physical geography of, early history of, present location of countries in, and major challenges facing Africa.

Body of the Lesson

See overview of the unit on "Africa."

WORLD HISTORY

AFRICA

Objectives:

1. Students will be able to interpret and complete physical, political, and historical maps of Africa . (G-1A-M2, G-1B-M1)
2. Students will be able to identify major regions and countries in Africa. (G-1B-M3, C-1C-M1)
3. Students will be able to locate and add important physical features to a map of Africa. (G-1B-M1)
4. Students will be able to match climates of individual regions with physical features and location in Africa. (G-1B-M1, G-1B-M3)
5. Students will be able to explain how physical features influenced life in various regions of Africa. (G-1B-M2, G-1C-M1, G-1D-M2)
6. Students will be able to identify various motives for migration patterns in Africa. (G-1B-M2, G-1C-M3, G-1C-M4)
7. Students will be able to identify important resources found in Africa and their major uses. (G-1B-M2, G-1D-M3, E-1A-M1)
8. Students will be able to trace the evolution of West African empires from 300 to 1591 AD. (G-1C-M4, C-1A-M2, H-1A-M1, H-1C-M10)
9. Students will be able to explain the tax structure of Ghana. (E-1B-M5)
10. Students will be able to explain the contributions made by Mansa Musa to African culture in West Africa. (C-1A-M2, H-1A-M3, H-1A-M6)
11. Students will be able to explain the role of trade in the West African empires of Ghana, Mali, and Songhai. (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
12. Students will be able to explain the importance of the trade network between the city-states of East Africa with Arab and Oriental regions. (G-1D-M3, E-1A-M1, E-1B-M6, H-1C-M11)
13. Students will be able to explain the impact of European explorers on West and East African coasts between the 1400's and 1600's. (G-1B-M4, H-1A-M3, H-1C-M10)
14. Students will be able to explain the impact of the African slave trade on West and East African empires after 1500, and its impact on the New World territories. (H-1A-M2, H-1A-M3, H-1A-M4, H-1A-M5, H-1A-M6, H-1A-M10)
15. Students will be able to explain the impact that European colonization had on Africa after 1870. (G-1B-M4, G-1C-M5, G-1C-M6, G-1C-M7, G-1D-M3, C-1A-M1, E-1B-M6, H-1A-M2, H-1A-M3, H-1A-M5, H-1C-M10)
16. Students will be able to describe and analyze the contributions of various groups to and their impact on the history of Africa. (G-1C-M5, H-1C-M11)
17. Students will be able to identify major nations and challenges in Africa today. (C-1C-M1)

Content Outline:

Major regions and countries (G-1B-M1, G-1B-M2, G-1B-M3)

- North Africa
- West Africa
- Central Africa
- East Africa
- Southern Africa

The Geography of Africa (G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1, G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6)

- Location
- Physical features
- Climate
- Resources
- Agriculture
- Manufacturing

The History of Africa (H-1A-M1, H-1A-M2, H-1C-M10, H-1C-M11)

Ancient West Africans (G-1A-M2, G-1B-M1, G-1B-M4, G-1C-M5)

- Nok culture
- Soninkes

West African empires (300—1591 AD) (G-1C-M4, G-1C-M5, H-1A-M4)

Empire of Ghana (300—1087 AD)

- Location (G-1A-M2)
- Ironworking (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
- Height of Ghana power and influence

- Heritage from the Soninkes
- Trading of gold and ivory (G-1B-M4, G-1C-M6, G-1D-M3, E-1B-M6)
- Tax structure (E-1B-M5)
- Importance of the city of Kumbi (G-1C-M3)
- Decline and conquest of Ghana (H-1C-M10)

Empire of Mali (1235-1468)

Location (G-1A-M2)
The Mandinkas
Height of Mali power and influence

Rule of Mansa Musa (1312-1337) (C-1A-M2,
H-1A-M3)
Trading of gold, ivory, cotton, and cattle (G-1B-M4,
G-1C-M6, G-1D-M3, E-1A-M1, E-1B-M6)
Spread of Muslim culture (G-1C-M3)
Importance of the cities of Timbuktu and Jenne
(G-1C-M3)
Decline and conquest of Mali (H-1C-M10)

Empire of Songhai (1464-1591)

Location (G-1A-M2)
Influence of Sunni Ali and Askia Muhammad (1464-1528)
(C-1A-M2)

Development of Timbuktu as a center of learning and
Jenne as a center for medicine (G-1B-M4,
G-1C-M3, G-1C-M6)
Spread of Islam in the Songhai Empire

Decline and conquest of Songhai (H-1C-M10)

Other West African empires—Benin and Kanem-Bornu (G-1A-M2)

City-states of East Africa (G-1A-M2, G-1B-M1, G-1C-M5)

Creation of East African coastal city-states: Mogadishu,
Malindi, Mombasa, Kilwa, Zanzibar, Zella, and Great
Zimbabwe (G-1C-M3)
Development of trade with Arab and Oriental merchants by the
700's AD (G-1D-M3, E-1A-M1, E-1B-M6)
The Swahili culture of East Africa

Arrival of European explorers on the West and East African coasts
(G-1A-M2, G-1B-M1, G-1C-M5, G-1C-M7, G-1D-M3, C-1A-M2,
H-1A-M2, H-1A-M4)

The Portuguese in the 1400's and 1500's (H-1A-M3)
Colonization of the African coast by the Dutch and French in the
1600's (G-1B-M2, G-1B-M4, G-1C-M4, G-1C-M6, E-1B-M6)

The development of the African slave trade in West Africa
(E-1A-M1, H-1A-M2, H-1A-M5, H-1A-M6)
The destruction of West and East African empires after 1500

Colonization of Africa by Europeans by 1914 (G-1C-M4, G-1C-M5,
G-1C-M6, C-1A-M2, C-1C-M1, H-1A-M2, H-1A-M3, H-1A-M5)

Major colonial powers in Africa
Major African colonies (G-1A-M2, G-1B-M1)
Exploitation of African resources (G-1B-M2, G-1B-M4, G-1D-M3,
E-1A-M1, E-1B-M6)
Effects of colonial rule (G-1C-M7)

Africa after World War II

The independence movement (G-1A-M2, G-1C-M5, G-1C-M7,
C-1C-M1, H-1A-M3)
Overall contributions and impact of various groups on the history
Africa (G-1C-M5, H-1C-M11)
Major nations in Africa today (C-1C-M1)
Major challenges for Africans today (C-1C-M1)

Lesson 1: (1-2 days)

Benchmarks: G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1
G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6

Lesson Outline:

Major regions and countries (G-1B-M1, G-1B-M2, G-1B-M3)

North Africa
West Africa
Central Africa
East Africa
Southern Africa

The Geography of Africa (G-1A-M2, G-1B-M1, G-1B-M2, G-1B-M3, G-1B-M4, G-1C-M1, G-1C-M6, G-1D-M2, G-1D-M3, E-1A-M1, E-1B-M6)

Location
Physical features
Climate
Resources
Agriculture
Manufacturing

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7. Students will be able to identify important resources found in Africa and their major uses. (G-1B-M2, G-1D-M3, E-1A-M1)

Procedures:

Whole group discussion and review of the geography of Africa—location, physical features, climate, resources, agriculture, manufacturing; and of major regions and countries in Africa

Identify the following:

Terms—savannah, tropical, subtropical, semiarid, arid, rain forest, steppe, slash and burn, millet, sorgham, cacao

Places:

Continents—North America, South America, Europe, Africa, Asia, Australia, Antarctica

Oceans—Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Antarctic Ocean

Africa—

Regions—North, West, East, Central, Southern

Waterforms—Mediterranean Sea, Strait of Gibraltar, Red Sea, Suez Canal, Gulf of Aden, Mozambique Channel, Gulf of Guinea, Lake Chad, Lake Victoria, Nile River, Niger River, Senegal River, Gambia River, Volta River, Zambezi River, Orange River, Limpopo River, Zaire (Congo) River, Victoria Falls

Landforms—Atlas Mountains, Ethiopian Highlands, Drakensberg Mountains, Mt. Kilimanjaro, Sahara Desert, Kalahari Desert, Sahel, Madagascar, Horn of Africa, Cape of Good Hope

Latitudes—Tropic of Cancer, Equator, Tropic of Capricorn

- Complete a map of the world's continents and oceans.
- Complete physical, climate, and land use/products maps of Africa.
- Complete a political map of the major regions of Africa today.
- Complete a crossword puzzle of the geography of Africa.

Copy review questions into LEAP folders

Materials:

Student notebooks; student textbooks; overhead projector; map of the world's continents and oceans; physical, climate, and land use/products maps of Africa; political map of the major regions of Africa; crossword puzzle of African geography; student LEAP folders

Evaluation:

Whole class review of today's lesson

Crossword puzzle on the geography of Africa

Students will copy the following questions into their LEAP folders and answer them for homework:

1. Using your political map of Africa, which of the following countries would **not** be in the West Africa region:
 - A. Sudan
 - B. Mali
 - C. Nigeria
 - D. Gambia

2. Which of the following waterforms makes up part of the eastern border of Africa:
 - A. Atlantic Ocean
 - B. Mediterranean Sea
 - C. Pacific Ocean
 - D. Indian Ocean

3. Using your physical map of Africa, which of the following landform would be most common at 20°N latitude:
 - A. Sahel
 - B. deserts
 - C. mountains
 - D. tropical rainforests

4. Using your political and physical maps of Africa, which of the following geographic features is located in the East Africa region:
 - A. Mount Kilimanjaro
 - B. Atlas Mountains
 - C. Cape of Good Hope
 - D. Zaire (Congo) River

5. Which of the following types of climate does the North Africa region have mostly:

- A. tropical
- B. subtropical
- C. semiarid
- D. arid

6. Answer the following questions using your physical, political, climate, and land use/products maps of Africa.

A. Circle one of the following regions of Africa:

North Africa	East Africa
West Africa	Southern Africa
Central Africa	

B. For the region that you circled above, answer the following questions:

1. Name all of the countries that are located in this region.
2. Name four physical features found within this region.
3. Describe the type of climate that most of this region has.
4. Name the major way in which the land is used in this region.
5. Name three major products of this region.

