

# The New Africa

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Grade Level (Req.): 6-8	Content Area (Req.): Geography, History, Economics	Unit (Opt.):
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> <li>• Math – percentages/growth predictions</li> <li>• Science - natural resources</li> <li>• Language Arts – reading standards</li> </ul>		
Time Frame (Req.): 2-3 days	Goal (Req.): To understand how Africa, after years of genocide, oppression, and poverty is emerging as a global competitor in the world market.	
	Objective (Req.): Students will be aware of the history, unique geographic features and economic growth of the continent of Africa by examining one specific country and creating a booklet.	
Materials Needed (Req.): <ul style="list-style-type: none"> <li>• Article( from The New York Times Upfront Magazine) entitled: The Africa You Haven't Heard About</li> <li>• Maps of Africa – National Geographic online, etc.</li> <li>• Internet search on the history of Africa</li> <li>• Internet search on the world's new relations with Africa (ex: Power Africa)</li> <li>• Paper, writing utensils (or Power Point)</li> <li>• Textbooks</li> </ul>		New Vocabulary (Opt.): <ul style="list-style-type: none"> <li>• Economy</li> <li>• Entrepreneurs</li> <li>• International investment</li> <li>• Imperialism</li> <li>• Power Africa</li> </ul>
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What picture do you see in your mind when I say "Africa"? (List responses)		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> <li>1. Students will begin by recognizing "our" pre-conceived notions of Africa by listing these on paper (for comparison at the end of the lesson)</li> <li>2. Hand out the article entitled The Africa You Haven't Heard About – read and discuss. Discuss the 2013 Power Africa initiative.</li> <li>3. Using textbooks and the internet, research the general history of imperialism, poverty, genocide and oppression in Africa as an overview.</li> <li>4. Using textbooks, maps and the internet locate Africa's natural resources that are valuable in the past and present global market.</li> <li>5. Place students in groups and instruct them to pick one country in Africa that is emerging on the economic market and research its history, natural resources, location, and economic growth.</li> <li>6. Create booklets using either paper or Power Point listing 4 detailed facts with illustrations or graphics: 1. country's history, 2. geographic features, 3. natural resources, 4. growth in the global market. Present to class</li> </ol>		

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Formative Evaluation (Req.): Class discussion

Assessment (Req.): African booklets

Iowa Core Curriculum Standards Used (Req.):

- Geography 3., grade 6-8: Understand how human factors and the distribution of resources affect the development of society and the movement of population
- Economics 2., grade 6-8 : Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.
- History 5., grade 6-8: Understand the effect of economic needs and wants on individual and group decisions.
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Common Core Curriculum Standards Used (Opt.):

- Reading Standards for Literacy in History/Social Studies 6-12 ; RH 6-8.4.
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NGS Standards Used (Req.):

- 9. The characteristics, distribution, and migration of human populations on Earth’s surface
- 18. How to apply geography to interpret the present and plan for the future
- 6. How culture and experience influence people’s perceptions of places and regions
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<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"><li>• Place</li><li>• Human/Environmental Interaction</li><li>• Location</li><li>•</li><li>•</li></ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	