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| **Unit 7**  **Africa, South of the Sahara**    **World Geography** | |         [**Learning Plan (Activities)**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#learn)   * [**Assessment Resources**](https://blackboard.stpsb.org/bbcswebdav/institution/ccss/ss/world_geo/res_w_geo/assessments/geog_assess_main.docx)           [**Course Resources**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/ss_geog_course_res/ss_geog_course_res_main.htm)          [**Scope & Sequence**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/res_curr/timelines/ss/wldgeo_ss_time.doc)          **State Testing Resources** |
| **Mr. Catolos**    This unit focuses on the physical and human geography of Africa south of the Sahara, location of natural resources and their impact on economic activities. Ethnic conflict and environmental issues as aspects of human geography are also examined in this unit. | | |
| **Standards:**    **GLEs:** WG.1.2, WG.1.4, WG.2.2, WG.2.3, WG.2.4, WG.3.1, WG.4.1, WG.4.2, WG.4.3, WG.4.4, WG.5.1, WG.5.2, WG.5.3, WG.5.4, WG.6.3, WG.6.4    **CCSS:** RH.9-10.2, RH.9-10.4, WHST.9-10.4, WHST.9-10.7, WHST.9-10.10 | | |
| **Enduring Understandings:**            Where you live influences how you live.          The distribution of power is a product of existing documents and laws combined with contemporary values and beliefs.          The strong often take advantage of the weak.          Cultures converge and diverge. | **Essential Questions:**            How does where people live influence how they live?          What is power and how is it gained, used, and justified?          What drives one group of people to conquer another?          How are nationalism and self-determination related to cultural convergence and cultural divergence? How do societies change as a result of cultural convergence and divergence? | |
| **Academic Vocabulary:**    pandemic, genocide, apartheid, subsistence, desertification, deforestation | | |
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| **Learning Plan:**            [**Activity 1**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson1)**–**Geography Vocabulary for Sub-Saharan Africa          [**Activity 2**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson2)**–**Mapping Africa, South of the Sahara          [**Activity 3**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson3)**–**African Safari and Endangered Animals          [**Activity 4**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson4)**–**Past and Present Injustices in Africa          [**Activity 5**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson5)**–**African Economic Systems and Issues          [**Activity 6**](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/u7a.htm#lesson6)**–**Problems Facing Africa | | |
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| **Activity 1** | | |
| **Geography Vocabulary for Sub-Saharan Africa**    **CCSS: RH.9-10.4**    **Materials List:**     * [Geography of Sub-Saharan Africa Vocabulary Chart BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_geog_vocab.doc)     Have students complete a vocabulary self-awareness chart (See Course Resources for description) for key terms and concepts found in the Africa, South of the Sahara unit (see Geography of Sub-Saharan Africa Vocabulary Chart BLM and sample below). As students complete the chart, ask students to rate their understanding of key terms and concepts using a “+” for understanding, a “?” for limited knowledge, or a “-” for lack of knowledge. These definitions should then be discussed as a  class. Students should add information to the chart as the definitions are discussed throughout the unit. The completed chart will be used as a study guide for vocabulary and unit tests.     |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Vocabulary Term** | **+** | **?** | **-** | **Explanation** | **Example/ Sketch** | | Rift Valley |  |  |  |  |  | | Fault |  |  |  |  |  | | | |
| **Activity 2** | | |
| **Mapping Africa, South of the Sahara**    **GLEs: WG.1.4, WG.2.2, WG.4.2**  **CCSS: WHST.9-10.10**    **Materials List:**     * [Outline map of Africa](http://www.eduplace.com/ss/maps/pdf/afr_asia_polnl.pdf) * [Physical map of Africa](http://www.worldatlas.com/webimage/countrys/printpage/printpage.php?l=/webimage/countrys/afnewlnd.gif) * [Political map of Africa](http://www.worldatlas.com/webimage/countrys/africa/africaa.htm) * [Climate map of Africa](http://upload.wikimedia.org/wikipedia/commons/2/2a/Africa_Koppen_Map.png) * [Vegetation map of Africa](http://exploringafrica.matrix.msu.edu/images/africavegetation.jpg) * [Land use map of Africa](http://static.ddmcdn.com/gif/maps/pdf/AFR_THEM_LandUse.pdf) * [Map of Africa BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_map_africa.doc) * [Climate and Vegetation BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_climate_veg.doc) ([answers](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_climate_veg_answers.doc))     **Multimedia Resources:**     * Discovery Education video- [Geography and Cultures of Africa: Volume 1](http://app.discoveryeducation.com/player/view/assetGuid/10C81496-DFAF-415C-9531-82932676892A) (use segments on The Sahara, The Nile River, The Atlas Mountains, and The Sahel) * Discovery Education video segment- [East Africa](http://app.discoveryeducation.com/player/view/assetGuid/2DFC6BAE-DD0A-41F1-86D7-D6D115B3412B) * Discovery Education video segment- [Southern Africa](http://app.discoveryeducation.com/player/view/assetGuid/EE72F1BE-D321-4707-ADA2-F336BD54B94E) * Discovery Education video- [Geography and Cultures of Africa: Volume 4](http://app.discoveryeducation.com/player/view/assetGuid/7AC168ED-D909-4033-BF9D-672E673DABCA) (use segments on Western and Central Africa, Central Africa, and The Lands of Western Africa)     Have students complete an outline map of Africa, south of the Sahara. The Map of Africa BLM (see sample below) provides students with a list of countries, landforms, and bodies of water that should be added to the outline map. Students will label countries using a political map of Africa, south of the Sahara found in the textbook.    Locate and label the landforms and waterways using a physical map found in the textbook. Student maps can be peer edited and checked for accuracy.     |  |  |  |  | | --- | --- | --- | --- | | **Countries** | **Countries and Island Regions** | **Landforms** | **Bodies of Water** | | Angola | Namibia | Kalahari Desert | Nile River | | Benin | Niger | Namib Desert | Blue Nile River |     Have students examine climate, vegetation, and land use maps of Africa, south of the Sahara. Based on the climate, vegetation and land use maps, students will create a graphic organizer (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) about the climate and vegetation regions found in this area. The Climate and Vegetation BLM (see sample below) will allow students to determine the impact of climate and vegetation on economic activities. Students may look at the maps as they complete the graphic organizer.     |  |  |  |  | | --- | --- | --- | --- | | **Climate Region** | **Location of Climate Region** | **Type of Natural Vegetation** | **Major Economic Activities** | | Rainforest |  |  |  | | Savannah |  |  |  |     Have students use their completed Climate and Vegetation BLM to answer the following prompts in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)):     1. What impact do climate and vegetation have on economic activities in Africa, south of the Sahara? 2. What impact does the Earth/sun relationship; ocean currents, wind currents, and elevation have on climate in Africa, south of the Sahara.     After all students have completed the Climate and Vegetation BLM and learning log prompts, discuss the answers as a class. Lead a class discussion probing the role of African weather patterns on United States hurricanes (all hurricanes begin as disturbances off the coast of Africa and wind and ocean currents cause them to make their way to North America). The completed graphic organizer should be used as a study aide for the unit test.    **Activity-Specific Assessment**    Have students locate countries and landforms in Africa south of the Sahara. Students should locate major countries and landforms correctly on a map test. | | |
| **Activity 3** | | |
| **African Safari and Endangered Animals**    **GLEs: WG.1.2, WG.2.3**  **CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7**    **Materials List:**     * [Outline map of Africa](http://www.eduplace.com/ss/maps/pdf/afr_asia_polnl.pdf) * [Population density map of Africa](http://sedac.ciesin.columbia.edu/downloads/maps/nagdc/nagdc-population-landscape-climate-estimates-v2/Continent_Africa_PopDensity.jpg) * [Elevation map of Africa](http://www.ce.utexas.edu/prof/maidment/grad/akmansoy/niger/africa.gif) * [Physical map of Africa](http://www.worldatlas.com/webimage/countrys/printpage/printpage.php?l=/webimage/countrys/afnewlnd.gif) * [Political map of Africa](http://www.worldatlas.com/webimage/countrys/africa/africaa.htm) * [African Safari BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_african_safari.doc) ([answers](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_african_safari_answers.doc)) * [Endangered Animals BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_endangered_animals.doc)     Have students work in pairs to complete an African safari project. Provide students with an outline map of Africa. Also provide students with copies of population density, elevation, physical, and political maps of Africa. Have students use the various maps to complete the African Safari BLM (see sample below) tasks and record the correct answers in their learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). Remind students that information in their learning logs is useful when preparing for unit assessments.     |  | | --- | | 1.   Draw lines to mark the equator and the Prime Meridian. Is more of Africa in the southern hemisphere or northern hemisphere? Is more of Africa in the eastern or western hemisphere? |     Allow each pair to pick one endangered animal found in Africa, south of the Sahara. These endangered animals include rhinos, African elephants, lions, giraffes, mandrills, oryx, gorillas, African wild dogs, cheetahs, chimpanzees, bongos, zebra, geometric tortoises, leopards, and cape mole rats. Provide students with encyclopedias, the Internet, or other resources to research their chosen animal. Have students determine where the animals live, the type of vegetation found in this area, and reasons why the animal is endangered. Information should be recorded on the Endangered Animals BLM (see sample below). Students should place a symbol on their outline map to represent their chosen animal’s habitat location.     |  |  |  |  | | --- | --- | --- | --- | | **Animal** | **Location** | **Vegetation** | **Reason Endangered** | | Rhinoceros |  |  |  |     After information is checked for accuracy, each pair of students will present their information to the class. Students will complete the other rows of the chart based on information provided during the presentations. After all presentations, lead a class discussion on the regions of Africa, south of the Sahara, impacted by endangered animals. Have students compare and contrast these areas (what they have in common and what is different about these areas) as well as the similarities and differences in the causes of endangered animals.    Students will use SPAWN (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) prompts to guide them through the process of thinking about the impact of endangered species. Below are sample prompts.    **Special Powers**- If you had the power to change one thing about the continent of Africa what would it be?  Explain your answer.  **Problem Solving-**How would you solve the issue of possible extinction faced by animals in Africa, south of the Sahara?  **Alternate Viewpoint-**Imagine you are a poacher. Why should the government allow you to continue poaching animals?  **What If? -**  If global climate change was not an issue, would so many animals in Africa still face extinction?  Explain your answer.  **Next-**Several African countries have begun practicing ecotourism. Is ecotourism the wave of the future to save endangered animals?  Explain your answer.    Allow students to pick one prompt to answer within a reasonable period of time. Students should copy their chosen prompt into their learning logs before writing responses and recording the date. Students should share their responses with a shoulder partner and volunteers can share with the class. Correct errors and misconceptions as they arise during student responses. | | |
| **Activity 4** | | |
| **Past and Present Injustices in Africa**    **GLEs: WG.3.1, WG.4.3, WG.4.4, WG.5.1**  **CCSSs: RH.9-10.2, WHST.9-10.4, WHST.9-10.7**    **Materials List:**     * [Split-page Note taking BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_splitpage_note.doc) * [Sample Rubric BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_sample_rubric.doc) * Internet (optional)     **Multimedia Resources:**     * Discovery Education video segment- [African Slave Trade](http://app.discoveryeducation.com/player/view/assetGuid/F8EC0EC2-9E62-47C4-AE87-148A0445A414) * Discovery Education video segment- [Apartheid’s Legacy](http://app.discoveryeducation.com/player/view/assetGuid/BA19671E-A3AA-4632-BB0C-5A45F26F5939) * Discovery Education video segment- [European Imperialism in Africa](http://app.discoveryeducation.com/player/view/assetGuid/9057CC88-0EDE-43C4-98DC-2B720A85BA1B) * Discovery Education video segment- [National Underground Railroad Freedom Center: Darfur: Taking Action](http://app.discoveryeducation.com/player/view/assetGuid/62D2818D-EE09-4A46-811C-E997385E5E4E) * Discovery Education video segment- [Rwanda](http://app.discoveryeducation.com/player/view/assetGuid/7EFC5FF7-6C35-4FA3-8C66-862DD01AE9B0) * Discovery Education video segment- [Ethiopia](http://app.discoveryeducation.com/player/view/assetGuid/1E2AFA94-F585-47E0-9394-68F800A2BAA4) * Discovery Education video segment- [Somalia](http://app.discoveryeducation.com/player/view/assetGuid/2BD96B3A-CE13-4FD7-A8BE-B0E283EAEFCF)       **Part 1: Injustices in Africa**    Provide students with information about injustices in Africa through discussion, notes, or a slideshow. Divide the class into groups of three or four. Assign each group an injustice or an area of injustice in Africa, south of the Sahara (e.g., slave trade, colonial exploitation, Darfur, Rwanda, Ethiopia, Somalia, South African apartheid). Students should focus on identifying past and current injustices and describing the causes and the impact of these injustices. Tell students they will be called on randomly, by groups, to come to the front of the room to be professor know-it-alls (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) and present information on their assigned topics. Each group should prepare several questions to ask their classmates in order to assess their knowledge of information presented. Professor know-it-alls should also be prepared to answer the questions they generated along with questions from the class that they will be called upon to answer. Each group will become experts on the topics they research. Facilitate this activity by monitoring all presentations and class discussions for accuracy. Allow each group ample time to research their topics. If students are using the internet to research, they should use [Advanced Google Search](http://www.google.com/advanced_search). For more information on Advanced Google Search, teachers should read [12 Reasons to Teach Searching Techniques with Google Advanced Search](http://21centuryedtech.wordpress.com/2012/05/04/12-reasons-to-teach-searching-techniques-with-google-advanced-search-even-before-using-the-basic-search/). When the research is complete, students should create a multimedia presentation (PowerPoint, Prezi, Photo Story, Movie Maker, etc.) and present their research to the rest of the class. Check presentations for accuracy prior to presentations to the class.    Groups will use split-page note taking (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) to take notes on important aspects of each group’s presentation. Distribute the Split-page Note taking BLM to students (see this BLM and the sample below). Students should complete a copy of this Split-page Note taking BLM for each group presentation.     |  |  | | --- | --- | | **Topic:** | **Time period**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | What are the basic human characteristics of the region? |  | | What injustice was/is occurring? |  |     Ask the first group of professor know-it-alls to stand shoulder-to-shoulder during their presentation and invite questions from the other groups after their presentation is complete. The group should huddle as a team to discuss possible answers to class questions, then return to their positions and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After they have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this entire process is completed by one group, call upon another team and let them present information on their assigned topic. The entire process should be repeated until all groups have had a chance to present. Ask any additional questions of each group to ensure that all necessary material is covered. The professor know-it-alls should be held accountable for correct information.    Students will use their split-page notes page to study by covering information in the right column, then using the prompt in the left column. Students will try to recall the covered information on the right side. Students should also be given time to quiz each other on the information contained in their split-page notes pages.    **Part 2: Essay**    Students should use their split-page note taking to write a short essay containing three paragraphs about injustices in Africa. The first paragraph should cover injustices from the distant past. The second paragraph should discuss recent injustices. The third paragraph should determine the lasting impact of European colonization and imperialism on the continent of Africa. This should be graded using a rubric such as the Sample Rubric BLM (see sample on the next page).     |  |  | | --- | --- | | **Score Level** | **Description of Score Level** | | 4 | * The response demonstrates in-depth understanding of the relevant content and/or procedure. * The student completes all-important components of the task accurately and communicates ideas effectively. * Where appropriate, the student offers insightful interpretations and/or extensions. * Where appropriate, the student chooses more sophisticated reasoning and/or efficient procedures. |     Choose exemplary essays and share them with the class.    **Activity-Specific Assessment**    Have students write a short essay containing three paragraphs describing the injustices in Africa in the past and currently. The essay should be graded based on criteria presented at the time the assignment and found on the Sample Rubric BLM. | | |
| **Activity 5** | | |
| **African Economic Systems and Issues**    **GLEs: WG.5.3, WG.5.4, WG.6.3**  **CCSSs: RH.9-10.2, WHST.9-10.7**    **Materials List:**     * [CIA World Factbook](https://www.cia.gov/library/publications/the-world-factbook/) * Paper plates, glue, markers, and scissors to share       **Part 1: Economies in Africa**    Review the types of economic systems previously studied in unit three and the economic systems found in Africa, south of the Sahara. Have students brainstorm factors that impact an economy (e.g., stability of government, infrastructure, natural resources, and education levels) and standard of living (e.g., education levels, housing, health care). Factors impacting an economy and standard of living should be written in the student’s learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)). As a class, discuss how the factors impacting the economy affect countries and ask students to hypothesize possible solutions to these problems. Be sure to discuss the impact of exploration and colonization on Africa in the past and its lasting impact today. Also, discuss the need for interdependence and provide examples to students. Students should then reflect on their learning log entry and make changes based on new information learned through the class discussion.    Assign each student a major country in Africa, south of the Sahara. Students will research the economic resources of the assigned country including natural resources, industry, manufacturing, exports and agricultural products. As they read, have students determine how these resources have impacted settlers throughout history. Students should also note the Gross Domestic Product and per capita income of their assigned country. This information can be found using the encyclopedia, textbook and a world fact book.    **Part 2: Econo-Mask**    Students will use a paper plate to create an African Econo-Mask. This mask must depict at least five economic resources of the assigned country. The mask can include products brought from home or pictures representing the resources. Encourage students to be creative and design a mask which looks like a face. On the back of the mask, students should use information from their textbook and world fact book to propose a solution to the economic problems facing their country. This should be a paragraph which provides evidence from the readings to support the proposed solution.    After students complete their African Econo-Masks and their paragraphs, place students into groups of three to five and use the Round Robin discussion (See Course Resources for description) technique to talk about the resources in their assigned country and the solution to the economic problem they proposed. Going in a clockwise rotation, each member of the group will describe one resource or their economic solution found on their mask. This process allows each member of the group a chance to talk. After all members have been given the chance to discuss the resources and solutions on their masks, one member of the group will write down the economic problems faced in Africa, south of the Sahara. Allow selected groups to share the economic problems discussed intheir group as well as proposed solutions with the class. Correct misconceptions or incorrect information as it is presented to the class. | | |
| **Activity 6** | | |
| **Problems Facing Africa**    **GLEs: WG.2.4, WG.4.1, WG.5.2, WG.5.4, WG.6.4**  **CCSSs: RH.9-10.10, WHST.9-10.4**    **Materials List:**     * Overhead projector (optional) * [Lake Chad Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_lakechad_antic.doc) * Article- [“Slow Death of Africa’s Lake Chad”](http://news.bbc.co.uk/2/hi/africa/4906692.stm) * [AIDS Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_aids_antic.doc) * Article- [“Overview: Breaking the Silence”](http://news.bbc.co.uk/hi/english/static/in_depth/africa/2000/aids_in_africa/overview.stm) * [Poverty Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_poverty_antic.doc) * Article- [“Reducing Poverty in Africa, Population Growth may Be Bigger Hurdle than AIDS”](http://www.medicalnewstoday.com/articles/32682.php) * [Deforestation Anticipation Guide BLM](https://blackboard.stpsb.org/bbcswebdav/pid-153477-dt-content-rid-3016967_4/institution/ccss/ss/world_geo/res_w_geo/res_u7/ss_geog_u7_deforestation_antic.doc) * Article- [“Deforestation is Undercutting Africa’s Climate Resilience”](http://ens-newswire.com/2011/12/09/deforestation-is-undercutting-africas-climate-resilience/) * Internet     Each student should create a list of the major problems facing Africa south of the Sahara. Ask students to share their lists. As a problem is stated, it should be added to a list on the board or overhead projector. The class should then discuss why each item on the list is a major problem in Africa, south of the Sahara.    **Part 1: Article Analysis**    Give each student an anticipation guide (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) for one of the four articles concerning major problems in Africa, south of the Sahara (Lake Chad, AIDS, poverty, or deforestation). See the Lake Chad Anticipation Guide BLM, AIDS Anticipation Guide BLM, Poverty Anticipation Guide BLM, and Deforestation Anticipation Guide BLM and the sample below. Students should read the statements on their anticipation guide and indicate whether it is true or false. See sample on next page.     |  | | --- | | **“Slow Death of Africa’s Lake Chad” Anticipation Guide** | | Complete this exercise individually. Before reading the article, read each statement below and indicate whether the statements are **True** or **False** by circling your choice. After reading the article, indicate whether your opinion of the statement has changed and cite evidence for your final answer. | | 1. Global warming is the only cause of the shrinking of Lake Chad.    Before:         True     or     False    After:           True     or     False    Evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |     Students should then be given the article which corresponds to their anticipation guide to read. The students should use Close Reading techniques to analyze the articles and answer text dependent questions provided by the teacher. For more information on Close Reading and Text Dependent Questions, see the Course Resources. After reading the articles, students will refer back to their anticipation guide to see if their initial responses have changed and provide evidence from the reading to show why their initial response changed or remained the same. Students should also write a short summary of the reading at the bottom of the anticipation guide.    Students will participate in four discussions (See Course Resources for description) in the form of [Fishbowl](http://www.learner.org/workshops/tml/workshop3/teaching2.html). Have all students who read the article about Lake Chad sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about Lake Chad while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss, among themselves, the problems facing Lake Chad based upon the discussion they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems facing Lake Chad as well as allowing the outer circle to critique the discussion of the inner circle.    Next, have all students who read the article about deforestation sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about deforestation while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss among themselves the problems caused by deforestation based upon the discussion they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by deforestation as well as allowing the outer circle to critique the discussion of the inner circle.    Now, have all students who read the article about AIDS sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about AIDS while the students in the outer group listen without speaking. After a set period of time, the outer group should discuss among themselves the problems caused by AIDS based upon the discussion they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by AIDS and possible solutions as well as allowing the outer circle to critique the discussion of the inner circle.    Finally, have all students who read the article about poverty sit in a circle in the center of the room while the rest of the students sit in a larger circle around them. Students in the inner circle should discuss the article about poverty while the students in the outergroup listen without speaking. After a set period of time, the outer group should discuss among themselves the problems caused by poverty based upon the discussion they just witnessed. Information contained in the article should be discussed as a class and both groups should share their impressions about the problems caused by poverty as well as allowing the outer circle to critique the discussion of the inner circle. During the full class discussion, population pyramids from selected African countries should be shown to the class and discussed in light of the population growth article. Population pyramids can be found [here](http://www.census.gov/population/international/data/idb/informationGateway.php).    **Part 2: RAFT Writing**    Based on the readings and discussion, determine which problem facing Africa is most important to solve first. Have students complete a RAFT activity (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) with the following elements.     |  |  | | --- | --- | | **R**ole | African citizen | | **A**udience | the leaders all African countries | | **F**ormat | formal letter | | **T**opic | Proposed policy to solve Africa’s biggest problem |       The letter should be written in students’ learning logs (See Course Resources for description, [Interactive Literacy Strategies](http://www.vrml.k12.la.us/graphorgan/)) and should include the problem students feel is impacting the continent of Africa most, a proposed policy to solve this problem, and a minimum of three reasons why this policy change is needed.    Allow student volunteers to share their RAFT letters with the class while students listen for accuracy and logic. Students should refer to their RAFT during a guided class discussion on the role of businesses and the government in solving the problems facing Africa.    **Activity-Specific Assessment**    Have students write a letter to the United Nations asking for aid for an African country. The letter must detail some of the problems found in that country and offer possible solutions. RAFTs will be assessed according to predetermined criteria distributed to the students at the time the RAFT is assigned. | | |