

**7th GRADE SOCIAL
 STUDIES TEACHER
 NOTES: Africa**

Geographic Understandings

STANDARD/ELEMENT	TEACHER NOTES
SS7G1 The student will locate selected features in Africa.	The intent of this standard is for students to be able to locate selected countries and major physical features in Africa using a world and regional political-physical map.
a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert. EU- Location: The student will understand that location affects a society's economy, culture, and development.	Students are expected to be able to use a world and regional political-physical or physical map to locate listed physical features in Africa. For the Georgia Milestones, students will be provided a political-physical or a physical map and asked to locate a specific physical feature from the element. There are two ways this element may be assessed. The question may name a physical feature and ask students to locate the feature on a map, or a physical feature will be identified on a map and the student will be asked to give its name.
b. Locate on a world and regional political-physical map the countries of: Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan. EU- Location	Students are expected to be able to use a world and regional political-physical map to locate listed countries in Africa. For the Georgia Milestones, students will be provided a political-physical map and asked to locate a specific country from the element. There are two ways this element may be assessed. The question may name a country and ask students to locate this place on a map, or a country will identified on a map and the student will be asked to give its name.

STANDARD/ELEMENTS	TEACHER NOTES
SS7G2 The student will discuss environmental issues across the continent of Africa.	Students should be able to provide background information on the environmental issues listed in the elements and their consequences (effect on the economies and populations) for Africa.

<p>a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.</p> <p>EU-Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.</p>	<p>Water is a very important resource in Africa. Some regions of Africa have an overabundance of water, while others have very little water. Students should understand how the lack of safe drinking water for sub-Saharan Africa affects the development of that region. They should also understand that the major cause of pollution is not industry, but natural environmental pollution (<i>World in Transition: Africa in Transition</i> p.143), which presents additional problems for Africa. Students should be able to explain how the lack of water in northern Africa has affected its growth and development. Students should also be able to explain the impact of water on agriculture and the use of irrigation to increase arable land for agriculture.</p>
<p>b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.</p> <p>EU-Human Environmental Interaction</p>	<p>Students should be able to explain the reasons for deforestation, including the need for more agricultural land, population growth demand for more space for housing, and the harvesting of trees for profit. They should also be able to explain both the short-term and long-term consequences of deforestation. Students' explanations should include why the soil of deforested land is unusable for agriculture, and how this unusable soil contributes to the cyclical nature of Africa's deforestation problem. Instruction should tie this standard/element to standards SS7E2 and SS7E3.</p>
<p>c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.</p>	<p>Students should be able to explain what desertification is, its causes, and the resulting impact on the environment of Africa. Students should be able to explain that 1/3 of Africa is threatened by desertification. Students should be able to explain the consequences of desertification in both human and environmental terms. (See <i>World in Transition: Africa</i> p.142-3)</p>

Sample Questions for Standard SS7G2

<p>In sub-Saharan Africa, less than 50% of the population has access to safe drinking water because of environmental pollution How has this shortage of safe drinking water affected development in sub-Saharan Africa?</p> <p>A. Slowed economic growth. *</p> <p>B. Increased size of the Sahara.</p> <p>C. Increased population growth.</p> <p>D. Slowed the deforestation of the rain forest.</p>	<p>What effect does poor soil and deforestation have on land in Africa?</p> <p>A. Land is excellent archeological dig sites.</p> <p>B. Land is useless for farming and agriculture.*</p> <p>C. Land becomes part of national park systems.</p> <p>D. Land becomes a better place to raise a family.</p>
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<p>In the Sahel, overgrazing and drought have resulted in a decrease in the grassland region. What is this process called?</p> <ul style="list-style-type: none"> A. Deforestation B. Desertification* C. Unequal distribution D. Environmental pollution 	
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.</p>	<p>This standard requires students to explain how location, climate, and distribution of natural resources have impacted population distribution and trade in Africa.</p>
<p>a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.</p> <p>EU-Location</p>	<p>This element asks students to describe how the location and climate of Africa affects the distribution of population on the continent. Students should be able to use climate maps, population density maps, and political-physical maps to explain why people live where they do within the region.</p> <p>Description of question format:</p> <p>For the Georgia Milestones, students may be provided a thematic political-physical map, political map, or a chart. Students will be asked to make connections between the location of deserts and rivers and where people live within Africa.</p>

Sample Questions for Standard SS7G3

<p>Explain why the population of the Sahara is low.</p> <ul style="list-style-type: none"> A. Too much oil. B. Too much water. C. Limited access to oil. D. Limited access to water.* 	
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7G4 The student will analyze the diverse cultures of the people who live in Africa.</p>	<p>The intent of this standard is for students to understand the diversity of cultures in Africa. It is not necessary for students to understand all of the nuances of the various cultures of Africa. Students should understand what factors make cultures unique, and what factors differentiate them from other groups. This is a shared standard. Elements (a) and (c) should be taught in depth when they are introduced the first time and afterwards they should be reviewed as each new region is taught.</p>
<p>a. Explain the differences between an ethnic group and a religious group.</p> <p>EU – Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</p>	<p>Before studying the diversity of cultures in any region, students need to understand the differences between ethnic groups and religious groups. Ethnic groups share many common characteristics, such as language, physical appearance, customs, and traditions. Religious groups share a common belief system, but are not necessarily composed of a single ethnic group. Students can share examples of different religions and how these include different ethnic groups. Students should understand that ethnic groups and religious groups are not defined by political borders.</p>
<p>b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.</p> <p>EU – Culture:</p>	<p>When students study this region, they should understand the primary aspects of religion in Africa. They should be able to explain some of the traditional belief systems in Africa, such as the importance of ancestors or the role of the natural environment in religious ceremonies. Students should also be able to explain the role of Islam and Christianity in modern Africa. Traditional religious beliefs may include worship of ancestors, spirits, gods, animals, land, inanimate objects, and/or natural phenomena. In some cases these traditional beliefs are combined with Christianity. (see <i>World in Transition: Africa in Transition</i> pp183-185 for more background on African religions in general)</p> <p>It will be challenging for students to understand the complexity of Bantu and Swahili. The terms <i>Bantu</i> and <i>Swahili</i> refer to both languages and ethnic groups. Bantu is the language and ethnic group from which the Swahili language and ethnic group developed. While the Swahili language is spoken by over 90 million people, the Swahili ethnic group numbers about 1.3 million. They primarily live in East African countries like Kenya and Tanzania. The primary religion practiced by the Swahili ethnic group is Islam.</p> <p>The Bantu migration, which spanned many centuries, influenced the development of many ethnic groups and languages in sub-Saharan Africa.</p>

	<p>It is estimated that as many as two-thirds of the people living in Africa today have roots in the Bantu language and ethnic group. Traditional beliefs, Islam, and Christianity are found among Bantu peoples.</p> <p>The Ashanti people of today live primarily in Ghana and number about 7 million. While the majority of Ashanti are Christian, traditional religious beliefs are the second largest religious group. The smallest percentage of Ashanti is Islamic. For the Ashanti their traditional beliefs are a mixture of spiritual and supernatural powers.</p>
<p>c. Evaluate how the literacy rate affects the standard of living.</p> <p>EU – Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.</p>	<p>This element should be taught with supporting graphs and charts that allows students draw conclusions from the information. Students should not be memorizing literacy rates listed on the graphs and charts. It should also be linked with the impact of economics on the ability of a country to improve literacy and standard of living. It does not matter what country you choose to discuss this element, as Georgia Milestones questions will ask students to draw conclusions based on the use of graphs and charts. The intent is for students to understand the relationship of literacy to the standard of living of a country. South Africa and Cote d’Ivoire are two countries in Sub-Saharan Africa that would make a good contrast for this element. Literacy Rate (SA – 86.4%; CI – 48.7%), GDP per Capita (SA - \$10,400; I- \$1,700), Life Expectancy (SA – 48.58; CI- 55.58), Unemployment Rate (SA- 21.7%; CI-45%). These are just a few factors to help gauge standard of living. For updated data, or to find additional factors that represent standard of living, use the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/index.html) and/or the State Department’s Background Notes (http://www.state.gov/countries/).</p> <p>For the Georgia Milestones, students may be provided a thematic, political-physical, or political map, or a chart. Students will be asked to make connections between the region/countries’ literacy rate and various aspects of development within Africa (i.e., standard of living).</p>

SAMPLE QUESTIONS for SS7G4

<p>Which person is a member of a religious group?</p> <p>A. Nema is a Kurd. B. Mustafa is a Muslim.* C. Kimba is an Ashanti. D. Lakesha is a Nigerian.</p>	<p>African religious beliefs include traditional religious beliefs that came before the introduction of Christianity and Islam to the continent. Which of these statements describes traditional African religious beliefs?</p> <p>A. Belief in Krishna.</p>
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- B. Belief their king is a god.
- C. Belief in the importance of a divine savior.
- D. Belief in the influence of ancestors of daily life.*

Civics/Government Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7CG1 The student will compare and contrast various forms of government.</p>	<p>This is a shared standard that appears at the beginning of each Civics/Government section. It is to be taught in depth the first time it is encountered. In subsequent units, the information should be reviewed to help students make connections to their new learning. The intent of this standard is to lay a foundation to help students understand the basic organization of governments before they attempt to compare actual governments.</p>
<p>a. Describe the ways government systems distribute power: unitary, confederation, and federal.</p> <p>EU - Governance</p>	<p>Students should be able to describe the ways governments distribute power and be able to identify the type of distribution from a description.</p> <p>Unitary: characterized by or constituting a form of government in which power is held by one central authority; EXAMPLES: Morocco and Ghana</p> <p>Confederation: voluntary associations of independent states that, to secure some common purpose, agree to certain limitations on their freedom of action, and establish some joint machinery of consultation or deliberation. EXAMPLE: South Africa and Uganda.</p> <p>Federal: characterized by or constituting a form of government in which power is divided between one central and several regional authorities. EXAMPLES: Nigeria and Ethiopia</p> <p>Note: Countries do not design their government systems to fit into categories. Therefore, a government may have aspects of more than one system. Sources that attempt to categorize may sometimes conflict. For example, China may be listed as a Unitary system on one source and a Federal system on another (Scholastic/Grolier Online). Rather than focus on classifying a specific country's government, teachers should focus more on the characteristics of government systems in general.</p>

	<p>A government newsletter, PowerPoint, and webinar were developed and made available to teachers to clarify government questions regarding the sixth and seventh grade standards.</p> <p>Sample Questions: The country provided in the stem does not matter, as questions will provide enough information for students to determine the type of government regardless of the country.</p>
<p>b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.</p> <p>EU - Governance</p>	<p>Students should be able to explain the different ways citizens' participation in their government is defined.</p> <p>Autocratic: government in which one person possesses unlimited power and the citizen has little if any role in the government. EXAMPLE: Morocco and Libya</p> <p>Oligarchic: government by the few, sometimes a government in which a small group exercises control especially for corrupt and selfish purposes. The citizen has a very limited role. EXAMPLE: Apartheid-era South Africa, no current examples</p> <p>Democratic: a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections. EXAMPLE: Ghana and Mali</p>
<p>c. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p>EU - Governance</p>	<p>The students should be able to explain each form of government and identify the major differences in these two forms of democratic governments.</p> <p>Parliamentary: a system of government having the real executive power vested in a cabinet composed of members of the legislature who are individually and collectively responsible to the legislature. May have a Prime Minister elected by the legislature. EXAMPLE: Lesotho (The king is the ceremonial head of state, while the prime minister holds the executive power.)</p> <p>Presidential: a system of government in which the president is constitutionally independent of the legislature. EXAMPLE: Senegal (Although there is a prime minister, the president wields the executive power in this country's government.)</p>

Sample Questions for Standard SS7CG1

<p>In Nigeria’s government, power is divided between Central and regional authorities. This is an example of which government type?</p> <p>A. Unitary B. Confederation C. Federal* D. parliamentary</p>	<p>All citizens participate equally in which type of government?</p> <p>A. Oligarchy B. Democracy* C. Autocracy D. theocracy</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7CG2 The student will explain the structures of the modern governments of Africa.</p>	<p>Students should use the information from SS7CG1 to describe the form of government and formulate appropriate research questions to understand the government of the countries listed in the element. The type of government for each country listed in the elements is found in the State Department’s Background Notes {http://www.state.gov/countries/} and the CIA World Fact Book {https://www.cia.gov/library/publications/the-world-factbook/index.html}, as are definitions of each type of government.</p>
<p>a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.</p> <p>EU - Governance</p>	<p>In comparing the listed governments, only the type of leadership and the roles of the citizen are assessable. In identifying the type of leadership, students should know the type of leader (monarch, president, prime minister, etc.) and how this person becomes the country’s leader. To identify the role of the citizen, students should look at SSCG1b and determine what role the citizen actually plays in the government. For personal freedoms, students should understand those freedoms in terms of such things as freedom of speech and freedom of the press as understood in the United States.</p> <p>Assessment questions should not focus on discrete fact-related questions, such as which country has a monarch; rather, they should focus on how a leader of <i>specific country</i> becomes the leader, and what impact that has on the role of the citizen. The following descriptions come from the CIA World Factbook (https://www.cia.gov/library/publications/the-world-factbook/index.html) and/or the State Department’s Background Notes (http://www.state.gov/countries/).</p>

Republic of Kenya

Although Kenya is a republic, individual states are more tightly controlled by the central government than states in the United States. Kenya had a presidential form of democracy until the election of 2007. After much violence and negotiation, the position of prime minister was established. The new system requires an unusual power-sharing agreement between the president and the prime minister. The president is the chief of state and the prime minister is the head of government. There are over 10 political parties, but most fall into two of the coalition parties that participate in the power-sharing agreement. All citizens 18 and over may vote in elections.

Republic of South Africa


South Africa is a parliamentary democracy. The president of South Africa is elected by members of the National Assembly who are elected by the citizens. The president is both the chief of state and the head of government. All citizens 18 and over may vote in elections. However, the national government still appoints the provincial premiers.

Note:

Chief of state includes the name and title of the titular leader of the country who represents the state at official and ceremonial functions but who may not be involved with the day-to-day activities of the government.

Head of government includes the name and title of the top administrative leader who is designated to manage the day-to-day activities of the government.

{In the US, the president is both the chief of state and the head of government.}

<p>b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.</p> <p>EU - Governance</p>	<p>Republic of Sudan and the Republic of South Sudan</p> <p>Under colonial rule, Sudan’s southern region was ethnically and religiously different from the Sudan’s Arab north. In order for Sudan to be granted independence in 1956 from colonial powers, the government had to agree that the southern part of Sudan would be allowed to participate fully in the political system. The Arab led government of Sudan defaulted on this promise which led to a series of violent civil wars and human rights abuses beginning shortly after independence. This conflict led to the internal displacement of over three million Sudanese suffering from: government violence, starvation, inadequate health care, and forced removal from their homes. In the Darfur region, human rights abuses led to an estimated 200,000 - 400,000 deaths.</p> <p>In an effort to reduce violence and bring political stability to the nation, the U.S. Government officially recognized the government of Sudan as a Government of National Unity under a 2005 peace agreement. This agreement outlined a power sharing deal between the two major political parties in the country, and was designed as a transitional authority leading up to free and fair elections in 2009. The result of the 2011 independence referendum led to the secession of South Sudan.</p> <p>Though disputes still exist between Sudan and South Sudan regarding the demarcation of their border and the status of the Abyei region, the U.S. is assisting the countries with working through their issues.</p> 
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<p>Sample Questions for Standard SS7CG2</p> <p>As a Parliamentary form of government, how is the President of South Africa elected?</p> <ul style="list-style-type: none"> A. All citizens vote for the president B. The national assembly elects the president* C. The president is appointed by the Prime Minister. D. The president is elected by the cabinet.
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7CG3 The student will analyze how politics in Africa impacts the standards of living.</p>	<p>This standard asks the student to look at examples of political issues and analyze the impact of those issues on the standard of living in Africa. It is not intended that students memorize specific fact, but rather are able to look at given information and explain the impact such a political event has on the standard of living in Africa or a specific African nation.</p>
<p>a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.</p>	<p>One of the factors that leads to an increased standard of living is the education level of a country’s population. In many countries access to education is limited in a number of ways. Access to education can be limited by laws, traditions, or customs. For this element students should look at the education levels of a population by gender of Kenya and Sudan. They should also do some research to see if they can determine any laws, customs, or traditions that could lead to a difference in education by gender. Looking at the per capita GDP of each country will help students determine the standard of living .</p>
<p>b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.</p>	<p>For this element students should look at examples of government instability, such as continued civil wars, political coups, or strong military/dictatorships and the issue of AIDS and famine. <i>World in Transition: Africa in Transition</i> pages 135-178 provides excellent background regarding the issue of health and war in Africa. Students can also look at examples from the famines in Sudan and Ethiopia and the problems created by political power struggles in distributing resources.</p>

Sample Questions for SS7CG3

<p>In Kenya males average 10 years of schooling and females 9 years. The literacy rate for males is 90% and females 80%. In Sudan the literacy rate for males is 61% and for females 50%. What could you conclude about the opportunity for education in the Sudan compared to Kenya?</p> <p>A. Females have less opportunity for education in Kenya than in Sudan.</p> <p>B. Females in Kenya have the same opportunity for education as males in Sudan.</p> <p>C. Females have the same opportunity for education in Kenya as in Sudan.</p> <p>D. Females have more opportunity for education in Kenya than Sudan.*</p>	<p>During the last half of the 20th century Africa has had numerous civil wars. Africa has a serious AIDS/HIV crisis. Over 70% of the people world-wide infected with AIDS live in sub-Saharan Africa. One of the major consequences of the numerous civil wars affecting the treatment of AIDS patients is</p> <p>A. Lack of medical training.</p> <p>B. Unsanitary drinking water.</p> <p>C. Over crowded refugee camps.</p> <p>D. Disruption in the distribution of medicine. *</p>
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Economic Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E1 The student will analyze different economic systems.</p>	<p>This is a generic standard placed at the beginning of the economic understandings of each region. It is intended to be taught in depth with the first region. Once it has been taught in depth, only a brief review is needed in other regions. The goal of this standard is to acquaint students with the three major types of economic systems. The second element helps students understand how every country's economy is a blend of command and market economies. Students are then asked to compare specific economies within the region being studied.</p>
<p>a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.</p> <p>EU- Production, Distribution & Consumption: The student</p>	<p>Students should understand the basic characteristics of each of the three types of economic systems in relation to how they answer the three basic economic questions. Students should focus on the characteristics of command and market economies. Students should understand how each economic system answers: what to produce, how to produce, and for whom to produce (the three basic economic questions).</p>

<p>will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.</p>	
<p>b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Since no country has a pure command or pure market economic system, most economies combine aspects of both of these pure economic systems, albeit to different degrees. Students should understand how real economies fall somewhere between the two extremes. This is not a high level economics lesson. This should be combined with element “a” in instruction.</p>
<p>c. Compare and contrast the economic systems in South Africa and Nigeria.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Using the information learned in elements “a” and “b,” students should compare how the economies in each listed country answer the basic questions of economics from element “a.” They should also be able to explain from their answers the basic questions of economics and approximately where on the continuum between pure market and pure command each economy falls. They should also be able to explain why the country is in that position on the continuum. The following information is based on material found in the U.S. State Department’s Background Notes.</p> <p><u>South Africa</u></p> <p>(1) What to produce? A large portion of South Africa’s GDP comes from a highly developed, privatized enterprise system rivaling many other developed economies. The private sector is based on mining, agriculture, services, and manufacturing. Due to large inequities established by apartheid era policies, the South African government operates a relatively large social services sector and maintains state-run enterprises in the areas of housing, business development, education, basic services, and healthcare.</p> <p>(2) How to produce? In the developed sector, private businesses and consumers make production decisions based on market</p>

principles and international economic standards.

The Reconstruction and Development Plan designed as a blueprint for providing social services is administered by a number of government ministries.

(3) For whom to produce?

The private sector produces goods and services for domestic and international markets based on the market price system.

The government social services sector produces public goods and services based upon the needs of the population throughout the country.

Place on the continuum: South Africa is a strong market economy with some command characteristics.

Nigeria

(1) What to produce?

Nigeria's major industry is petroleum production. This is followed by agriculture.

Business development is difficult because of corruption and ineffective government oversight of markets.

It is estimated that as much as 75% of Nigeria's economy occurs in the informal sector and it not counted in GDP.

(2) How to produce?

After years of government control, the country's major industries are increasingly becoming privatized. This includes the petroleum industry and banking sector.

Corruption, high tariffs on imported goods, and lack of infrastructure cause production inefficiencies.

(3) For whom to produce?

46% of Nigeria's daily oil production is exported to the United States.

Due to an overvalued currency, Nigerians import many consumer goods. Many domestic manufacturers have been unable to compete with cheap imports and have closed.

Place on the continuum: Nigeria is on the market side of the continuum, but is more toward the command end than South Africa.

Sample Questions for Standard SS7E1

<p>In this country a single or centralized government authority decides what is produced. Which term identifies this type of economic system?</p> <p>A. Traditional B. Command* C. Market D. Pubic</p>	<p>South African economic policy is conservative focusing on controlling inflation, maintaining a budget surplus, and using state-owned enterprises to deliver basic services to low-income areas as a means to increase job growth and household income. However, companies are freed to choose what to produce, how to produce, and for whom to produce. Where does this policy place South Africa on a continuum between pure market and pure command?</p> <p>A. Almost pure traditional B. Pure market C. More market than command* D. Pure command</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.</p>	<p>The intent of this standard is to have students explain the importance of voluntary trade and how it benefits Africa. The elements for this standard, which are general in nature, are to be applied to this region.</p>
<p>a. Explain how specialization encourages trade between countries.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Specialization encourages trade and can be a positive factor in a country’s economy. Specialization occurs when one country can produce a good or service at a lower opportunity cost than another country. Students should be able to discuss how this has helped countries in Africa. It is not necessary that students know specific countries for the Georgia Milestones, as questions will be of a broad nature. Students should also note where specialization has not functioned as expected. What are the potential problems of over-specialization, such as one- crop economies and lack of diversification? How can this impact a region’s economy?</p> <p>Description of question format:</p> <p>Students may be provided with examples of resources and/or products that different countries produce. The question would then ask students to explain why two countries would engage in trade. The answer would</p>

	show that each country specializes in something the other country needs, and produces it at a lower opportunity cost than that country.
<p>b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.</p> <p>EU- Production, Distribution & Consumption</p>	Students should be able to describe each of the listed trade barriers and apply them to Africa. Questions will not require students to associate trade barriers with specific countries, but to explain an example provided in an assessment question. Students should be able to explain the reasons a specific trade barrier would be used and how that trade barrier would affect each country involved
<p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>EU- Production, Distribution & Consumption</p>	Students should be able to explain the reasons why currency exchange systems facilitate international trade. Students should be able to identify examples, from Africa, of how international trade between these countries and other countries of the world has benefited from a system for the exchange of currency. Students do not need to know types of currency, or how to calculate exchange rates. It is sufficient for them to know that exchange rates provide a procedure for determining the value of one country's currency in terms of another country's currency. They should also understand that, without a system for exchanging currencies, it would be very difficult to conduct international trade.

Sample Questions for SS7E2

<p>Nigeria has a new industry that builds tractors for agriculture. To protect this new industry from competition by lower priced foreign built tractors the Nigerian government would use what type of economic trade barrier to raise the price of imported tractors?</p> <p>A. Embargo B. Quota C. Tariff* D. Treaty</p>	<p>Most African nations depend on foreign trade with many nations to provide things which are not made in their country. Which of these makes foreign trade with many nations easier?</p> <p>A. Use of a world-wide currency. B. A system to exchange currency between countries.* C. Trading only with countries that have the same currency. D. Trade of products made in their country for needed goods so currency is not needed.</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.</p>	<p>The generic elements in this standard are intended to be applied to specific countries in Africa. The four elements in this standard focus on the factors that most influence economic growth in a country. Students should be able to describe these factors and explain how their presence or absence has influenced economic growth in Africa. There are four factors - land, labor, capital, entrepreneurship - that influence economic growth. Three of the four, land, capital, and entrepreneurship are addressed in these elements. Capital is split into two categories: human and physical. Economic growth is usually measured by calculating the percent increase in GDP from one year to the next. This is known as the GDP Growth Rate.</p>
<p>a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to explain both human capital and Gross Domestic Product, (GDP) and explain how human capital influences GDP. Students need to determine the education and training level of the workforce in Africa and how these factors impact economic growth in specific countries in the region. This is not to be done at a complex level, but in general. If the literacy rate is growing quickly, is GDP growing at a fast rate also? Using this information, students should be able to infer that there is a relationship between the literacy rate and a country's ability to produce income. Using this information, students should evaluate the level of education and training to see what impact it has on the GDP of three nations in this region. The information below is from the U.S. State Department's Background Notes.</p> <p>*Note to teacher: It is important to let students know that highly developed economies like the USA and South Africa have smaller growth rates because the size of these economies is already so large.</p> <p><u>South Africa*</u></p> <p><i>Years compulsory</i>— Children ages 7 – 15 must attend school. <i>Literacy Rate</i>— 86.4% <i>Real growth rate (2007):</i> 2.5%</p> <p>South Africa's literacy rate is up from 76% in 1980 according to the World Resources Institute's <i>EarthTrends</i> at http://earthtrends.wri.org/pdf_library/country_profiles/pop_cou_710.pdf</p> <p><u>Nigeria</u></p> <p><i>Years compulsory</i>—No compulsory education <i>Literacy Rate</i>— est. between 39 – 51%</p>

	<p>Real growth rate (2006-2007): 5.9% (growth based on oil exports)</p> <p>Nigeria’s literacy rate is up from 33.5% in 1980 according to the World Resources Institute’s <i>EarthTrends</i> at http://earthtrends.wri.org/pdf_library/country_profiles/pop_cou_566.pdf</p>
<p>b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should be able to explain capital and its relationship to GDP. They should be able to explain how investment in capital influences GDP and apply this information to Southern and Eastern Asia, the Caribbean and Canada. As with element “a,” students should use the information about capital and GDP to make inferences regarding the investment in capital in Southern and Eastern Asia and these countries’ GDP. The information below is from the CIA World Factbook.</p> <p><u>South Africa</u></p> <p><i>Capital Investment</i>—20.1% of GDP Real growth rate (2006-2007): 2.5%</p> <p><u>Nigeria</u></p> <p><i>Capital Investment</i>—40.2% of GDP Real growth rate (2007): 21.4%</p>
<p>c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students do not need to identify the natural resources of specific countries, but should be able to explain how the presence or absence of natural resources impacts a country’s economy. Students may be provided charts and/or graphs to evaluate the impact of natural resources on the development of that country’s economy.</p> <p>Students should identify how these resources are distributed throughout Africa. Students should then compare the GDPs of the selected countries and determine the impact of the presence or absence of these resources on GDP. On the Georgia Milestones, students will not be held accountable for specific countries, but rather for their ability to explain how the presence or absence of these resources affects economic development. Charts or graphs may be used to compare selected examples for students to draw conclusions.</p> <p><u>South Africa</u></p> <p><i>GDP</i>— \$506.1 billion (2008 est.) Resources – World’s largest producer of Gold; No significant oil production; Produces diamonds; No significant uranium production</p>

	<p><u>Nigeria</u></p> <p><i>GDP</i>— \$328.1 billion (2008 est.) Resources – Oil and natural gas production account for 37% of GDP; Not a major producer of uranium, diamonds, or gold.</p> <p>To view major world diamond deposits visit: http://whgbetc.com/mind/diamonds_world_map_rutgers.gif</p> <p>To view major world gold deposits visit: http://www.minelinks.com/alluvial/gold_map_5.html</p> <p>To view major world petroleum deposits visit: http://www.solarnavigator.net/images/oil_producing_countries_world_map.jpg</p>
<p>d. Describe the role of entrepreneurs hip.</p> <p>EU- Production, Distribution & Consumption</p>	<p>Students should explain entrepreneurship and its importance in economic development in South Africa and Nigeria. How has entrepreneurship aided development in Africa? If there is a lack of entrepreneurship, how has this affected development in these regions? Students are not expected to know specific examples from the regions. They may be required to use charts and graphs to evaluate the impact of entrepreneurship on economic development. In Africa a unique form of micro-entrepreneurship has developed. Students should understand that entrepreneurship is not limited to large businesses, but in the case of Africa includes very small shops and one person businesses.</p> <p>One source for information on entrepreneurship in various countries is The Heritage Foundation’s Economic Freedom Index. The index ranks countries based on scores in ten economic categories, one of which is Business Freedom. Since the same criteria are used for all countries, the index can help with comparisons of entrepreneurship. For over a decade, The Wall Street Journal and The Heritage Foundation have tracked the march of economic freedom around the world with the Index of Economic Freedom.</p> <p>Teachers need to be aware of this and be willing to share information about the website if requested.</p> <p><u>South Africa</u></p> <p>Based on information from the Economic Freedom Index (EFI), South Africa is very</p>

	<p>open to entrepreneurship. It is easy to start a business. Private property rights are well protected by law, but the courts are slow and inefficient, making it difficult to resolve disputes. To view the EFI for South Africa go to: http://www.heritage.org/Index/Country/southafrica</p> <p><u>Nigeria</u></p> <p>Based on information from the Economic Freedom Index (EFI), Nigeria is moderately open to entrepreneurship. In theory, it is easy to start a business, but in practice, government corruption makes it very hard to obtain an official business license. Another difficulty for business owners is lack of protection of private property rights. Much of the entrepreneurship takes place in the informal sector of the economy. To view the EFI for Nigeria go to: http://www.heritage.org/Index/Country/Nigeria</p>
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Sample Questions for Standard SS7E3

<p>Nigeria has large deposits of oil and is currently exporting a significant quantity of oil. However, Nigeria has very few industries outside of oil and no other significant natural resources. How does this impact Nigeria's GDP?</p> <p>A. Makes the GDP more dependent on agriculture.</p> <p>B. Makes the GDP more dependent on oil production.*</p> <p>C. Makes the GDP inaccurate because there is little industry.</p> <p>D. Makes the GDP inaccurate because there is only one major natural resource in the country.</p>	<p>In South Africa it is easy to start a business. In addition, private property rights are well protected. What impact does this have on the role of entrepreneurs in South Africa?</p> <p>A. Entrepreneurs are not affected.</p> <p>B. The efforts of entrepreneurs are limited because of a lack of government rules.</p> <p>C. Entrepreneurs will have no real impact on the economy of South Africa.</p> <p>D. Entrepreneurs can make a significant contribution to South Africa's economy.*</p>
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STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.</p>	<p>This standard only appears in the Africa section of the GPS; however, it is not intended that it be taught in conjunction with the Africa unit. This standard should be taught near the end of the school year. This standard is found in each middle school social studies course. It is recommended that the 6th, 7th, and 8th grade teachers collaboratively plan their approach to this standard so it develops logically from 6th to 8th grade. There are a variety of materials available on personal finance, including those from the Georgia Council on Economic Education (http://www.gcee.org).</p>

Historical Understandings

STANDARD/ELEMENTS	TEACHER NOTES
<p>SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.</p>	<p>The intent of this standard is to provide the student with the historical background of the 20th century that led to the issues facing Africa today. It is not a complete history of the region. This standard links back to SS6H6 and SS6H7. These two standards provide background on the European presence in Africa. A very short, one day review, of the information in those standards will help students understand the context of this standard and understand how and why Europe came to partition Africa. <u>That background material is not assessable in 7th grade.</u></p>
<p>a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.</p> <p>EU – Conflict & Change: The student will understand that when there is conflict between or within societies, change is the result.</p>	<p>It is important for students to understand how decisions made by European colonial powers in Africa, during the 1800s and 1900s, have influenced African countries of the 21st century. Although students will not be assessed for their knowledge of specific countries on the Georgia Milestones, it may be helpful for teachers to share how partition, colonial rule, political boundaries, and civil war have played out differently in a variety of countries.</p> <p>Assessment questions for this element may include how Europeans partitioned Africa, consequences of that action, and why partitioning created tension and instability in Africa.</p>
<p>b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.</p> <p>EU – Conflict & Change</p>	<p>In some parts of Africa, the people ruled by European colonial powers began to develop a strong sense of nationalism. This nationalism helped some countries in Africa become independent. This element asks students to explain the relationship of nationalism to independence in three African countries. It is not required that students know specific dates or names, but rather they are able to explain the role of nationalism in the independence of South Africa, Kenya, and Nigeria.</p> <p><u>South Africa</u></p> <p>Much of the colonial conflict in South Africa occurred between the British and the settlers of Dutch, German, and French origin who preceded the British. Eventually, the British Empire was able to consolidate power over this group and established the Union of South Africa in 1910. At this time, all power remained in the hands of white South Africans under British rule. In 1912, the African National Congress was established. This</p>

	<p>group of would fight for the rights of black and “colored” people in South Africa from 1912 through the end of Apartheid and the election of Nelson Mandela in 1994. It is important for students to understand that the independence of South Africa from the British Empire was established by the white minority in 1961. Their decision to declare themselves a republic was driven by their desire to maintain the system of Apartheid. The nationalist movement in South Africa did not achieve independence from a colonial power; rather, it defeated the Apartheid system and established equal rights for black and “colored” South Africans.</p> <p><u>Kenya</u></p> <p>Although there was a European presence in this part of Africa as early as 1498, Kenya did not become an official British colony until 1920. Black people in the colony were denied a role in politics until 1944, when a few black people were allowed to run and hold office. In the 1950s, there was a violent, seven year uprising resulting in the deaths of tens of thousands of black Kenyans. Black participation in government increased steadily during this period, and Kenya became an independent nation in 1963.</p> <p><u>Nigeria</u></p> <p>British influence in Nigeria began in 1885 and the territory officially became a British colony in 1914. A largely peaceful nationalist movement in Nigeria led the British to move Nigeria gradually toward independence between 1945 and 1960. Final independence was achieved in 1960. Unfortunately, economic development by the British during the colonial period was unequally distributed in the territory that became the country of Nigeria. This allowed some of the ethnic groups in the country to have greater wealth and power than other ethnic groups. The inequities and ethnic tensions caused multiple coups throughout the 60s, 70s, 80s, and 90s.</p>
<p>c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.</p> <p>EU - Governance</p>	<p>Students should understand the rationale for the creation of and the purpose of apartheid laws in South Africa during the 1940s. Students should be able to explain what apartheid was and its impact on the non-white population of South Africa. Students should be able to explain the world reaction to this policy and process by which apartheid was defeated in South Africa. In discussing the roles of Mandela and deKlerk, students do not need to know biographical information, rather their part</p>

	in the ending of apartheid.
<p>d. Explain the impact of the Pan-African movement.</p> <p>EU - Governance</p>	<p>Students should be able to define the Pan-African movement and its relationship to African nationalism and the African independence movement. The general overview below comes from information in the MSN Encarta.</p> <p><u>Definition</u></p> <p>The Pan-African movement began in the late 1800s as a philosophy emphasizing the common bond shared by people of African descent and advocating unity among African people. It is sometimes applied to black Africans, to all black people throughout the world, and/or to all people living on the African continent.</p> <p><u>African Nationalism</u></p> <p>From 1900 to 1945, most Pan-Africanists, with the notable exception of Marcus Garvey, were black intellectuals from the United States, the Caribbean, and Europe or affluent black Africans studying abroad in Europe and the Americas. After WWII, these young black leaders began to organize influential groups of black Africans. Some of the groups attending Pan-African conferences in Europe developed nationalist movements in their colonies and fought for independence.</p> <p><u>Independence</u></p> <p>Some of the most influential Pan-Africanists rose to become president of newly independent African countries. This is true for Kenyatta in Kenya and Nkrumah in Ghana. The Pan-African movement led to the development of a loose organization of African states known as the African Union.</p>

Sample Questions for Standard SS7H3

<p>In 1946 British colonial authorities merged southern and northern Sudan into a single administrative region. The inhabitants of southern Sudan primarily practice Christianity and Traditional African religions. Northern Sudan is inhabited by Arab Muslims. Merging the citizens in the previously separate regions led to the first</p>	<p>Which of these was the result of the nationalist movement in countries like Nigeria and Kenya?</p> <p>A. poverty B. illiteracy C. independence * D. the spread of AIDS</p>
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<p>Sudanese civil war and subsequent political and ethnical strife.</p> <p>Based on the passage, what contributed to civil war in Sudan?</p> <ul style="list-style-type: none"> A. Apartheid. B. Pan-African Movement. C. Artificial political borders.* D. African Nationalist movement. 	
<p>What role did Nelson Mandela and F.W. De Klerk play in the evolution of Apartheid in South Africa?</p> <ul style="list-style-type: none"> A. They created apartheid. B. They enhanced apartheid. C. They helped maintain apartheid. D. They worked to abolish apartheid.* 	<p>The purpose of the Pan African Movements in Africa is to</p> <ul style="list-style-type: none"> A. Develop a unified region. B. Create one African language. C. Create one African Government. D. Develop a unified political identity.*