



Africa Unit

6th Grade Social Studies

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Overview

The unit was designed for a sixth grade class with the intention on teaching students about the physical and cultural geography of Africa. The lessons were based on the standards in the Massachusetts History and Social Science Curriculum Frameworks for sixth grade classrooms. The lessons address history and geography standards that are general (identifying how atlases are organized) as well as standards that are specific to the continent of Africa, such as locating the continent on a world map and recognizing countries and major cities of Africa.

Another factor in this unit selection was to promote personal learning of the continent. I barely recall any learning in my prior education on the continent. I wanted to learn not only about the physical landmarks of Africa, but also about the people of Africa. I feel like in our technologically connected world, we should learn about the various people that occupy our planet.

The Africa unit is an attempt to dispel myths of Africa that are perpetuated in textbooks and through the media. Throughout the unit, students will learn that Africa is a continent representing many countries and cultures. Students will learn the people of Africa embody many different cultures. Students will also learn that Africa does not consist solely of villages, Africa has major cities. Students will walk away from these lessons with a greater understanding for the similarities and differences of Africa, not only the people, but also the physical geography of the continent.

Research Summary

Teaching Geography – Beyond the Map

When some people think of geography, they may recall a class in which they looked at a map and located states or nations on maps. They may have learned of geographical terminology and learned the capitals of states or countries. The idea of geography needs to be expanded as we are living in an increasingly connected global sphere. Students need to study geography to dispel stereotypes, gain knowledge of different cultures, and examine and scrutinize current events. How can we expect the students of today to become leaders of tomorrow without an understanding of the world that they live in?

Carano and Berson (2007) write that several studies have shown that youths and young adults in the United States are lacking geographical wisdom. The deficiency of geographical knowledge can be seen is stark when compared to the awareness of peers from other industrialized nations from across the globe. Some American students are unable to locate countries such as Brazil or Iraq on a world map.

Not only are students unable to locate where certain countries are on a map, they are also susceptible to stereotypes that are portrayed in the media. It is important to note that some stereotypes are perpetuated in classroom textbooks; these textbooks may show a distorted view of foreign cultures. An important part of education, especially in the case of social studies, is learning how to sort through bias in the media and textbooks.

Several suggestions are offered to aid students in geography scholarship. Carano and Berson (2007) suggest using technology in the classroom to breakdown some of the barriers in this discipline. They suggest that Internet offers interconnectivity to other students across the globe. Through this strategy, learners can share their thoughts and ideas with other learners. The website <http://www.epals.com/?id=siteLogo>, offers students and teachers the opportunity to communicate with students across the globe.

Another suggestion is to use new web sites to allow students to be cognizant of world events. This allows students to see what events are occupying the headlines and thoughts of the countries that they are studying. It would be valuable for students to

compare and contrast foreign headlines with those of the world headlines that are published in the United States.

A third technological initiative is to use map sites such as Google Maps to become aware of the world's physical makeup. Through map sites such as Google, students are granted virtual access to new environments that are thousands of miles away from their homes and classrooms. Students can explore terrain that they may never get to experience first hand.

Another suggestion to enhance pupils' global awareness is to immerse them in a current "hot topic". Sweeney (1997) captures the essence of a project done with fourth grade students on the subject of the South African apartheid and elections of the mid 1990's. The students were exposed to documentaries, photographs, literature, and news headlines about the apartheid. The students connected this period with that of the American Civil Rights movement.

These learners participated in a multi-disciplinary study of South Africa. Their exposure to South Africa had connections to math, reading, writing, music, and art. The students also taught their new knowledge to their peers at the school through a play that was to be performed to other students at the school in grades three through five. Not only did this experience expose the students to another culture and geography, they became experts in the subject and were able to teach their peers.

Geography is not a subject that is just limited to maps and technical terms. It is a subject that exposes learners to world events. Through the study of geography, students can become citizens of the world by learning about other people in distant lands. This allows students to be empathetic to plights of people who are not as fortunate as they are. It also rejects myths that students may have of citizens of other countries. Students in the United States may discover that their interests may mirror those of their peers in foreign countries. The comprehensive study of geography exposes the commonalities that exist between all people of the planet.

Lesson Plans

Where in the world is Africa?

Africa Unit – Initial Lesson Plan – Sixth Grade

Purpose:

Based on the Massachusetts State Frameworks, students have worked on map and globe skills in their elementary school education. In this lesson students will extend their knowledge of geographic terms and apply them to the continent of Africa.

Objectives:

- Students will locate the continent of Africa on a world map.
- Students will demonstrate an understanding that Africa is comprised of over fifty countries.
- Students will label the African countries and their capitals.
- Students will distinguish the major regions of the continent.
- Students will name significant geographical features of Africa.

Connection to the MA State History and Social Science Frameworks (Sixth Grade):

5. Identify how current world atlases are organized and the kind of information they provide for each continent and country.

A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope.

A.2 Use a map key to locate the countries and major cities in Africa.

Materials:

[Africa is Not a Country](#), by Margy Burns Knight

World map large enough for entire class to see

World map handouts for each student

Africa map copies for each student (countries labeled by number)

Corresponding numbered sheet for labeling countries

One atlas per four students

Pencils

Colored pencils, crayons, or markers

Social studies folder

Labeled African map for student assessment

Procedures:

Activating Activity: Read Africa is Not a Country aloud to the class.

Core Procedures:

1. Ask the class what they know about Africa (this can be country names, geographic regions, major geographical landmarks, or notable Africans).
2. Distribute world maps to each student.
3. Ask a student volunteer to identify Africa on the large class map.
4. Instruct the class to locate Africa after they see their peer identify it on the classroom map.
5. Ask a students how big Africa is in comparison to the rest of the continents.
6. Discuss the size of the continent.
7. Ask and then discuss how many countries Africa consists of.
8. Distribute blank maps of Africa to each student.
9. Assign students to six pre-determined groups.
10. Distribute atlas to each group.
11. Distribute crayons, colored pencils, and markers to the class.
12. Students will use atlases to identify African countries and label them on their maps.
13. Students will be instructed to also name and label each nations capital on the map.
14. Students will color each country and will be instructed to make sure that each adjacent country is not the same color.
15. After completing the exercise, students (in their groups) will show the teacher their Africa maps.
16. Students will file the completed maps in their social studies folder.

Closing Procedure: Students will be assigned different groups for the next day's lesson. There will be five groups to study the northern, eastern, western, middle, and southern regions.

Assessment:

The teacher will look over each student's map in comparison to the master copy to ensure that all countries were identified correctly.

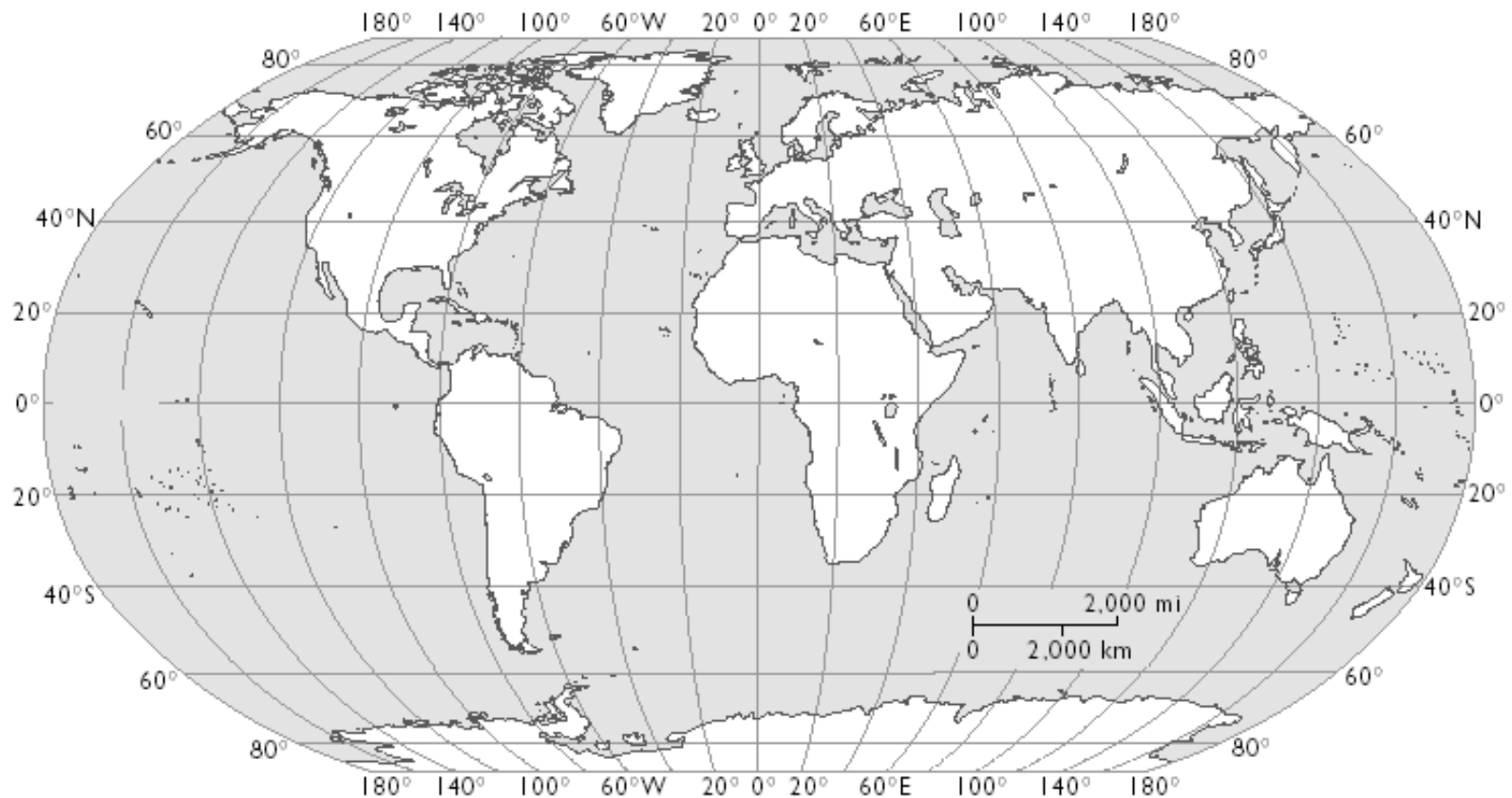
Modifications:

- Students with ADHD can be assigned the role of materials distributors.
- The map of Africa will be labeled by number and a separate sheet of paper with those numbers will be available for students to label the smaller land-locked countries.
- Students will be asked to identify twenty-five of the countries instead of all fifty-three African countries.

Extensions:

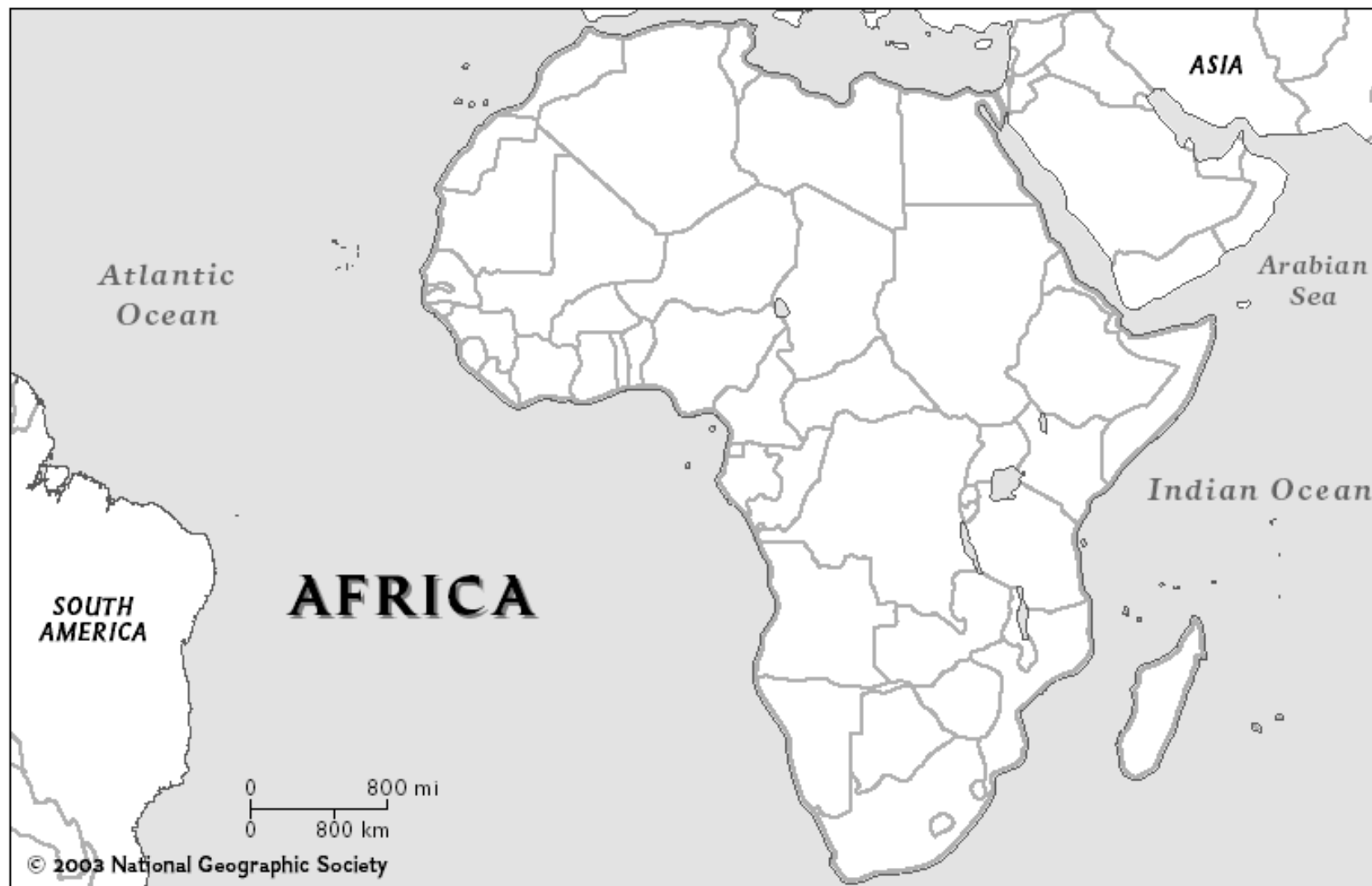
Students can write down questions that they would like answers to about Africa.

THE WORLD

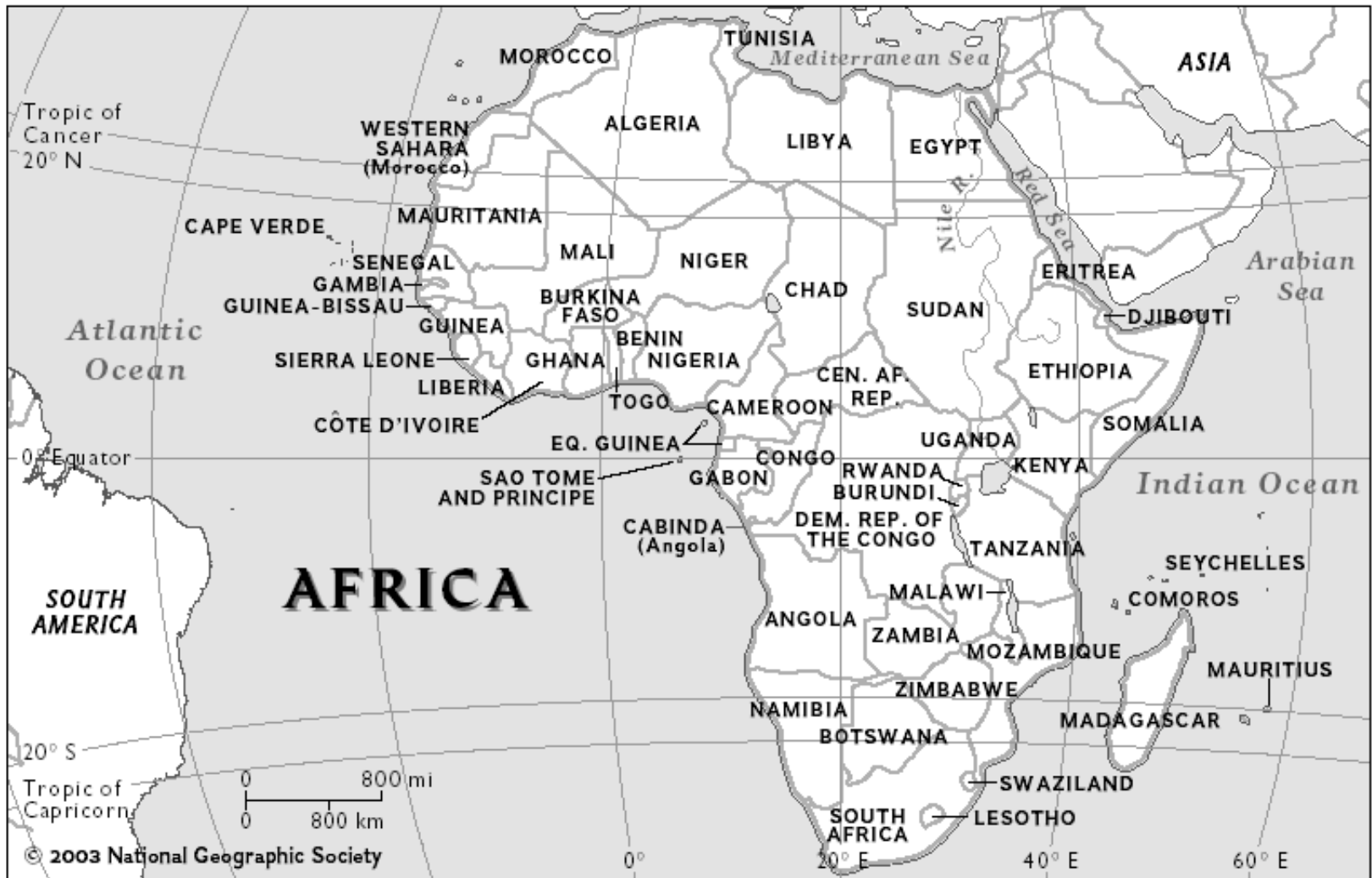


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Lesson Plan Sources

<http://nationalgeographic.com/xpeditions/atlas/africa/africa-bw.pdf>. Retrieved July 16, 2007

This link is an unlabeled map of Africa.

<http://nationalgeographic.com/xpeditions/atlas/africa/africa-dw.pdf>. Retrieved July 16, 2007.

This link is a labeled map of Africa which identifies each country.

<http://nationalgeographic.com/xpeditions/atlas/world/world-d.pdf>. Retrieved July 16, 2007

This link provides a blank world map.

Knight, M.B. (2001). *Africa is not a country*. Brookfield, CT: Millbrook Press

What makes one part of Africa different from another part?

Africa Unit - Inspiration Lesson Plan – Sixth Grade

Purpose:

In this lesson, students will work cooperatively in groups to study the different regions of Africa. Their study will include understanding the countries that exist in the region, the climate, wildlife, major physical characteristics, and major natural resources. This lesson will be a jigsaw lesson, as different groups will present their newly acquired knowledge to the rest of the class.

Objectives:

- Students will work cooperatively in groups to research their given region of Africa.
- Students will present their findings to the class.
- Students will use different research sources such as the Internet, textbook, and atlas to fill in their graphic organizers.
- Students will expand on critical thinking skills to examine settlement and economies of African countries based on climate, physical characteristics, natural resources, and population size.
- Students will demonstrate ability to use the Internet as a classroom resource

Connection to the MA State History and Social Science Frameworks (Sixth Grade):

A.3 Explain how the following five factors have influenced settlement and the economies of major African countries and regions. (G, E)

- A. absolute and relative locations
- B. climate
- C. major physical characteristics
- D. major natural resources
- E. population size

Materials:

Regions of Inspiration® created Africa graphic organizers (multiple copies for each student)

One atlas per four students

Pencils and pens

Social studies folder

Computers with Internet access

Procedures:

Activating Activity: In a class brainstorm, students will discuss what necessities to life are essential within communities.

Core Procedures:

1. The students will be given a picture of the regions in Africa and will need to list the countries.
2. The class students will get into their groups to start studying their pre-assigned region of Africa.
3. The blank graphic organizers will be distributed.
4. The atlases will be distributed.
5. Students will be instructed to find pictures to aid their presentations.
6. The students can choose to use their textbook, atlas, or the computer to help them look up the information that is on their graphic organizer.
7. While in their groups, the students can determine if they should split up the categories or if they should work as a team to fill in the information on their organizer.
8. Students will fill in information on their graphic organizer. If necessary, students can use additional organizers to fill in information.

Closing Procedure: In groups, students will share and present their findings on their assigned regions to the class. All students will be given additional blank graphic organizers to fill in the information that is presented.

Assessment:

Students will be evaluated on how well they work in a group. Each group member will be expected to present at least one fact that they learned as part of their research.

Modifications:

- Students will be assigned roles in their groups such as Materials Getter (gets all group materials), Timekeeper (keeps an eye on the clock to make sure that the group is on task), Personnel Manager

(group leader determines if the group will work together or individually to fill out their organizer), and Reporter(s) (will present the group's findings).

Extensions:

If some groups finish before the rest of the class, they can choose a book about Africa (fiction or non-fiction) to read quietly.

Inspiration Maps

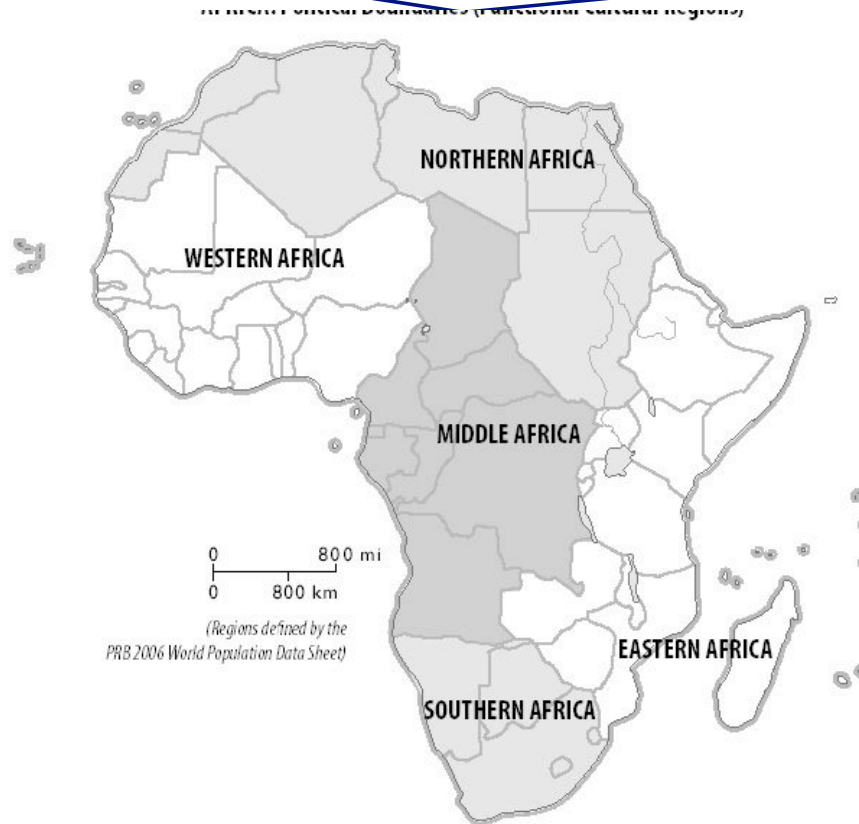
Eastern Region of Africa

Major Natural Resources

- 1
- 2
- 3

Major Physical Characteristics

- 1
- 2
- 3



Climate

- 1
- 2
- 3

Countries & Population Sizes

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wildlife

- 1
- 2
- 3

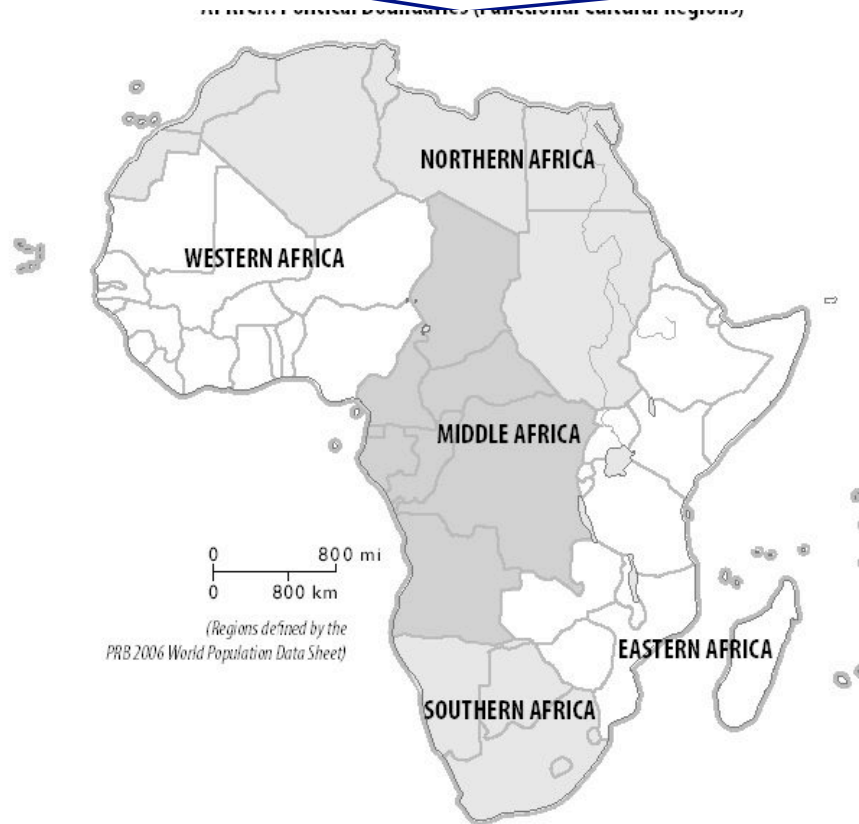
Middle Region of Africa

Major Natural Resources

- 1
- 2
- 3

Major Physical Characteristics

- 1
- 2
- 3



Climate

- 1
- 2
- 3

Countries & Population Sizes

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wildlife

- 1
- 2
- 3

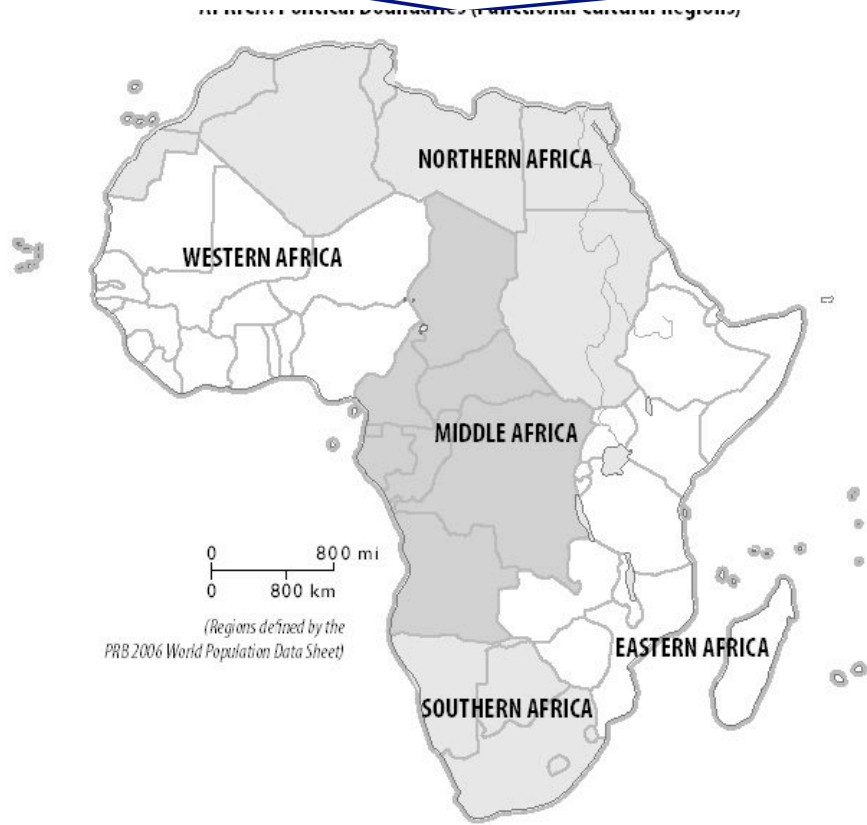
Northern Region of Africa

Major Natural Resources

- 1
- 2
- 3

Major Physical Characteristics

- 1
- 2
- 3



Climate

- 1
- 2
- 3

Countries & Population Sizes

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wildlife

- 1
- 2
- 3

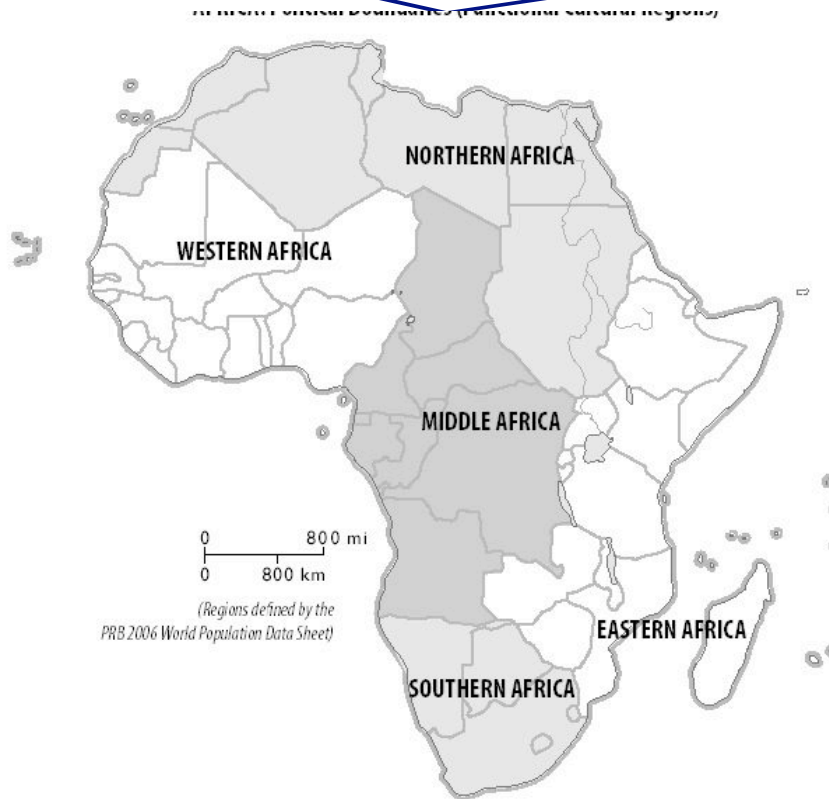
Southern Region of Africa

Major Natural Resources

- 1
- 2
- 3

Major Physical Characteristics

- 1
- 2
- 3



Climate

- 1
- 2
- 3

Countries & Population Sizes

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wildlife

- 1
- 2
- 3

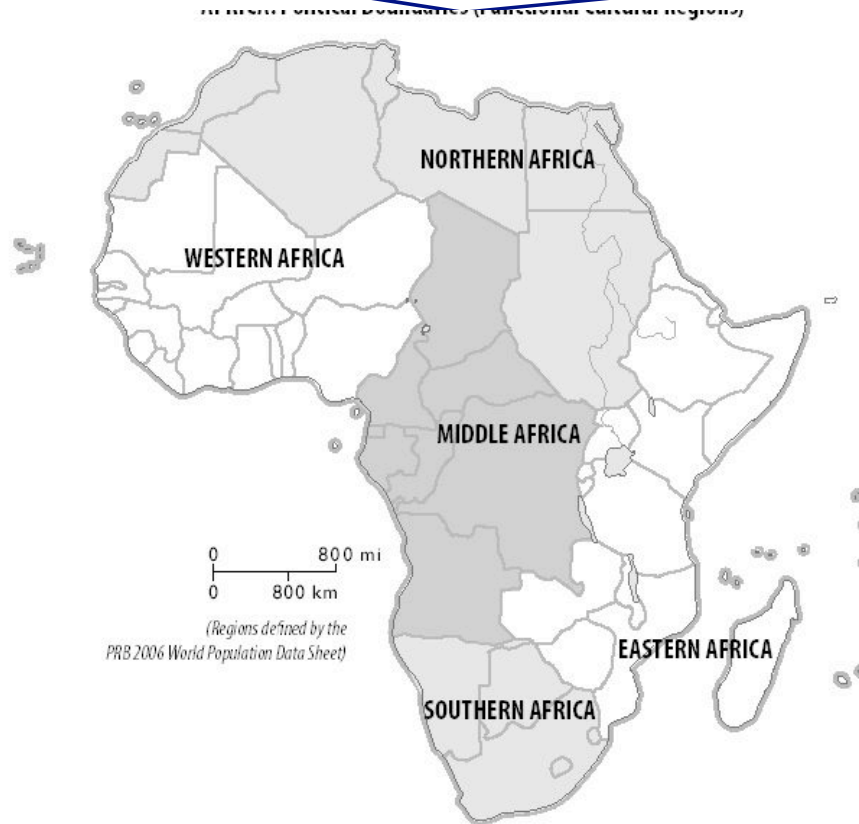
Western Region of Africa

Major Natural Resources

- 1
- 2
- 3

Major Physical Characteristics

- 1
- 2
- 3



Climate

- 1
- 2
- 3

Countries & Population Sizes

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

Wildlife

- 1
- 2
- 3

Lesson Plan Sources

Brock, B.J. & LeVasseur, M. (2006). Africa contemporary issues content guide for educators. In *National Geographic Education and Children's Programs*. Retrieved July 23, 2007, from

<http://www.nationalgeographic.com/xpeditions/guides/contempafricaguide.pdf>

This document provided a map used in the Inspiration® graphic organizers.

Inspiration (Version 8) [Computer software]. Beaverton, OR: Inspiration Software Inc.

This software was used to create the graphic organizers used in the lesson.

Live from Africa – Weather forecast based on climate and ecosystem

Cross Circular Lesson Plan – Africa Unit – Sixth Grade

Purpose

The students have studied the various regions of Africa and have identified the climate, natural resources, major physical landmarks, wildlife, and countries. In this lesson, the students will tie in their science knowledge with geographic knowledge to examine the impact of climate in their given region. The student groups will present their findings to the entire class in the form of a weather forecast.

Objectives

- The students will examine the ways how climate and land forms affect African ways of life.
- The students will explore pre-assigned regions of Africa and the major physical features such as the Namib Desert and the Nile River Valley.
- The students will discuss the features of Africa’s landscape.
- The students will classify climates of Africa.

Connection to MS State History and Social Science Frameworks (Sixth Grade)

- MA.1. - Concepts and Skills: History and Geography: Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)
- MA 6.4. - Concepts and Skills: History and Geography: Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)

Connection to MA Science and Technology/Engineering Curriculum Framework (Sixth Grade)

- MA.2. - Living Things and Their Environment: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.
- MA 2.13. - Living Things and Their Environment: Give examples of ways in which organisms interact and have different functions within an ecosystem that enable the ecosystem to survive.
- MA 2.17. - Changes in Ecosystems Over Time: Identify ways in which ecosystems have changed throughout geologic time in response to physical conditions, interactions among organisms, and the

actions of humans. Describe how changes may be catastrophes such as volcanic eruptions or ice storms.

Materials

Computer with projector

Notebooks

Pens/Pencils

Large Map of Africa

Pre-cut weather symbols, such as a sun, clouds, monsoon, etc...

List of student African region groups

Procedures:

Activating Activity

Using the computer and the projector, play Africa: Land and Resources video from United Streaming

<http://www.unitedstreaming.com/search/assetDetail.cfm?guidAssetID=ccaa50f1-11ee-4c3e-89a2-413083e3bae1>

Core Procedures

1. The teacher informs the students that they are going to create a weather forecast for their region of Africa.
2. The students will get into their Regions of Africa Group (they worked in these groups when they were gathering data on the regions of Africa).
3. The students, in their groups, decide who will be the meteorologist, the forecast writers, the map director, and the producer of their weather segment.
4. The students will discuss the climate(s) in their regions.
5. The students will work together to research what types of weather are applicable to the climate(s).
6. The forecast writers will write the broadcast. The producer will work with the meteorologist and map director to decide how they will present their broadcast.
7. Students will write and print their forecast.
8. The “gopher” student will make copies of their groups forecast for each student in class.

Closing Procedures

Students will present their weather forecast to the class.

Assessment

Students will be graded against the rubric. Students will be assessed on working collaboratively in a group.

Students must define the climate and ecosystem for the class.

Modifications

There are various roles a student can have within their groups.

The map will be large so that all students can see it.

Groups will distribute a printed forecast to students with auditory difficulties.

Extensions

If students finish early, they can fill in a Word Search on regions and countries in Africa.

Lesson Plan Sources

Africa: Land and Resources. AIMS Multimedia(2001). Retrieved July 31, 2007, from unitedstreaming:
<http://www.unitedstreaming.com/>

This is a video about Africa's land and resources. The video is 18 minutes long. A teacher's guide is also within this link. The guide includes instructions on how to use the video and includes suggestions for after the video. The guide also includes an introduction to the vocabulary.

People and Cultures of Africa
Africa Unit – Primary Source Lesson Plan – Sixth Grade

Purpose

Before this lesson, the students discovered and explored Africa. At this point, they are able to name the countries in Africa and studied the major regions of Africa. They have examined the physical aspects of the major regions of the continent (absolute and relative locations, climate, wildlife, major physical characteristics, major natural resources, and population sizes). It is now time for the students to study and be introduced to the people and cultures of Africa. This will be a four-day lesson and project. The students have also had a mini-lesson on what constitutes a primary source.

Objectives

- Students will navigate the Internet to find reliable primary sources.
- Students will discern primary sources from secondary sources.
- Students will examine the people and cultures of the major regions of Africa.
- Students will utilize and demonstrate proficiency in using PowerPoint.
- Students will compile cultural information to be presented in PowerPoint.
- Students will present their learnings and teach the class.

Connection to the MA State History and Social Science Frameworks (Sixth Grade):

A.2 Use a map key to locate countries and major cities in Africa.

Optional topics for study:

Describe the major ethnic and religious groups in selected countries in Africa.

Describe the general level of education in selected countries in Africa and its relationship to the economy.

Describe the political and social status of women in selected countries in Africa.

Materials

Journal entry written by Richard Lipinski Jr.

Pictures of village in Tanzania

Pictures of Nairobi, Kenya

Useful website list

Country names on separate pieces of paper

Empty bag or hat

Computer Lab

Computers with Internet access for each student

PowerPoint

Red plastic cups

Rubric

Computer projector

Procedures

Activating Activity –. The teacher will read the journal entry written by Richard Lupinski Jr. about life in a small African village.

Core Procedures

1. The teacher will ask students if they think that all Africans live in small villages such as the one described in the journal entry.
2. The teacher will show the class the picture of the city of Nairobi.
3. The teacher will inform the class that they are going to learn about the various cultures and people in Africa.
4. The class will discuss what the definition of culture is.
5. The teacher will tell the class that they will teach their peers about various African cultures through a PowerPoint presentation.
6. The teacher will walk around the classroom with a bag containing the names of pre-selected African nations.
7. Each student will select one country name to study.
8. The students will be given the presentation rubric so that they are aware of which items they must include in their presentation.
9. Students will be told that they can add extra items about the culture and people of their nation.
10. Students will be given a list of helpful websites for their project.
11. The class will discuss the difference between a primary and secondary source (this is an item on their rubric).
12. The class will get in line to go to the computer lab.
13. The class will walk to the computer lab.
14. Computers will be turned on for students to start working immediately.
15. Students will be given two full class periods to research their country.

Day Three

1. Students will be given one class period to put their PowerPoint presentation together.
2. During Writer's Workshop, students will share their presentation for peer editing with one classmate (groups are pre-selected).

Day Four

1. The final class period for this lesson will be devoted to sharing the presentations.

Closing Procedures

Students will present their findings to the class.

Assessment

Presentations will be graded based upon a rubric.

Modifications

- Website lists are distributed to aid all students in their search, especially those with organizational issues. The website list will also be posted on the class website so that students can simply click on the links in the document.
- Red plastic cups will be next to each computer. If a student faces a roadblock he or she will place it on top of the computer monitor indicating that they will need some help.
- Groups are pre-selected during peer-editing so that stronger writers are paired with students whose writing skills are still developing.

Extensions

If students are finished early with peer editing, they can go to the music station in the classroom to listen to African music. Students also have the option to read books about Africa.

Useful Websites

CLIMATE

http://www.geographic.org/climate/climate_of_countries.html

COUNTRY PROFILES

<https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

<http://www.theodora.com/wfb/>

CULTURES

<http://www.mnsu.edu/emuseum/cultural/oldworld/africa.html>

<http://www.africaguide.com/culture/tribes/>

FLAGS

<http://www.theodora.com/flags/>

GENERAL AFRICA INFORMATION

<http://www.africafiles.org/>

<http://www.warmafrica.com/>

GENERAL GEOGRAPHY LINKS

<http://nationalgeographic.com/>

http://www.unc.edu/~jmaxim/web_geography_for_kids.htm

<http://www.worldatlas.com/>

HISTORY

<http://www.historyforkids.org/learn/africa/environment/>

KID SEARCH TOOLS

<http://www.rcls.org/ksearch.htm>

MAPS

<http://www.theodora.com/maps/>

<http://www.africaguide.com/afmap.htm> (this one is interactive)

MEDICAL

<http://www.africaguide.com/health.htm>

http://www.ncbuy.com/travel/health/report_country.html?code=ct

http://www.thirdworldtraveler.com/Disease/diseases_NAfrica.html

PEOPLE

<http://pbskids.org/africa/myworld/index.html> (kids in Africa)

PICTURES

<http://images.google.com/imghp?hl=en&tab=wi>

TEACHER RESOURCES

<http://www.pbs.org/wnet/africa/>

VEGATATION

<http://www.theafricangarden.com/page58.html>

http://www.southafrica-travel.net/pages/e_plants.htm

WEBQUEST

http://members.tripod.com/africa_cms_cwr/home3.htm

WILDLIFE

<http://www.africanzebra.com/?f>

<http://www.awf.org/>

http://www.ecotravel.co.za/Guides/Wildlife/Vertebrates/Mammals/Big_5/Big_5_of_Southern_Africa.htm

<http://www.sa-venues.com/wildlife/default.htm>



Nairobi, Kenya



Village in Tanzania

African Countries

(List to be cut up prior to lesson for student drawing)

Algeria

Angola

Botswana

Cameroon

Central African Republic

Chad

Democratic Republic of the Congo

Egypt

Ethiopia

Kenya

Ivory Coast

Liberia

Libya

Mali

Mauritania

Morocco

Mozambique

Niger

Nigeria

South Africa

Sudan

Rwanda

Tanzania

Tunisia

Zambia

Zimbabwe

African Culture Rubric



African Culture Rubric

	Excellent	Proficient	Satisfactory	Needs Work
<p>Research 10 points</p>	<p>Made excellent use of computer time and found several extra non-required items. Cited sources.</p>	<p>Made good use of computer time and found a few non-required items. Cited sources.</p>	<p>Made ample use of computer time. Met minimum number of required items. Cited sources.</p>	<p>Not focused on research during computer time. No cited sources.</p>
<p>Required Components 10 points</p>	<p>Labeled country map with capital, major cities and major natural physical characteristics. Picture of capital city. Pictures of people. List of common religions. List of commonly spoke languages. List of tribes. Pictures of homes. Pictures of art. Examples of literature. Type of industry (ex. Agricultural, Manufacturing, Mining)</p>	<p>Labeled country map with capital, major cities and major natural physical characteristics. Picture of capital city. Pictures of people. List of common religions. List of commonly spoke languages. List of tribes. Pictures of homes.</p>	<p>Country map labeled with capital city and either major cities or natural physical characteristics. Picture of capital city. Pictures of people. List of common religions. List of commonly spoke languages. List of tribes.</p>	<p>No map or pictures. No list of cultural items (religion, language, homes, tribes)</p>



African Culture Rubric

	Excellent	Proficient	Satisfactory	Needs Work
<p>Content 10 points</p>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>	<p>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</p>
<p>PowerPoint 5 points</p>	<p>The fonts are easy-to-read and point size varies appropriately for headings and text. Use of italics, bold, and indentations enhances readability. Text is appropriate in length for the target audience . Creative use of colors and background. The layout is visually pleasing and contributes to the overall message with appropriate use of headings, subheadings and white space.</p>	<p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. The layout uses horizontal and vertical white space appropriately.</p>	<p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. The layout shows some structure, but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.</p>	<p>Sometimes the fonts are easy-to-read, but in a few places the use of fonts, italics, bold, long paragraphs, color or busy background detracts and does not enhance readability. The layout is cluttered, confusing, and does not use spacing, headings and subheadings to enhance the readability.</p>



African Culture Rubric

	Excellent	Proficient	Satisfactory	Needs Work
Oral Presentation 5 points	Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence. Held attention of audience throughout presentation.	Clear articulation but not as polished. Held audience's attention most of the time.	Some mumbling; little eye contact; uneven rate; little or no expression. Held audience's attention most of the time.	Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone. Did not capture audience attention.

Lesson Plan Sources

http://members.tripod.com/africa_cms_cwr/index.htm. Retrieved on July 26, 2007.

This is WebQuest that has several informative links about various aspects of Africa.

http://images.google.com/imgres?imgurl=http://www.theodora.com/wfb/photos/kenya/KENYA2.jpg&imgrefurl=http://www.theodora.com/wfb/photos/kenya/kenya_photos_01.html&h=407&w=593&sz=50&hl=en&start=4&tbnid=icXS1fCOPHqU5M:&tbnh=93&tbnw=135&prev=/images%3Fq%3DKenya%26gbv%3D2%26svnum%3D10%26hl%3Den. Retrieved on July 26, 2007.

This link shows a picture of the city of Nairobi, Kenya.

<http://www.ridpa.org/photos/village-large.jpg>. Retrieved on July 26, 2007.

This is a link to a photo of a village in Tanzania.

Lupinski, R. (2003-2005). Day to day life in a small African village. In Peace Corps Coverdell World Wise Schools. Retrieved on July 26, 2007, from

<http://www.peacecorps.gov/wws/stories/stories.cfm?psid=2&rid=afri###>.

This link is a journal entry made by Richard Lupinski, Jr. It gives a good description of day-to-day life in a small village in Tanzania.

Using the Newspaper to Locate Africa
Africa Unit – Final Lesson Plan – Sixth Grade

Purpose

This is the final lesson in a unit on Africa. The students have located the continent of Africa as well as countries and capitals. They have identified environmental concerns on the continent. In addition to studying the physical geography, the students have educated their peers on various African cultures. In this culminating lesson, the students will use the newspaper to study current issues on the continent.

Objectives

- Students will navigate the Internet to find reliable primary sources.
- Students will locate African current events in the newspaper or from online resources.
- Students will describe their current event findings to the class.
- Students will classify a current event into a category.
- Students will identify an African country on the map.
- Students will recall the names of African countries.

Connection to the MA State History and Social Science Frameworks (Sixth Grade):

A.2 Use a map key to locate countries and major cities in Africa.

Optional topics for study:

Describe the major ethnic and religious groups in selected countries in Africa.

Describe the general level of education in selected countries in Africa and its relationship to the economy.

Describe the political and social status of women in selected countries in Africa.

Materials

Article on recent event in Africa (found the day prior to the lesson)

Computer projector

Computer with Inspiration

Copies of the Boston Globe for each student (within the last few days)

Copies of Time for Kids for each student

Copies of National Geographic for each student

Computers with Internet access

List of news information websites

Class map

Pushpins

Procedures

Activating Activity –. The teacher will read an article about a recent event in Africa aloud to the class.

Core Procedures

1. The teacher will ask the class what they think constitutes a current event.
2. The class will brainstorm on general categories of current events.
3. The teacher and class will create description of current events using the Taba strategy on Inspiration.
4. The teacher will tell the students that they have to find an article on a current event in Africa.
5. The teacher will tell the students that they need to give a brief summary of their article in their own words to the class at the end of the period.
6. The teacher instructs the students that there are various stations around the classroom to help them with their search.
7. The list of useful news websites is distributed to the class.
8. The students can move around the classroom to each of the stations (newspaper, magazine, or computer station) to find their article.
9. Once each student has found an article, they will go back to their desks or tables to read the article to themselves and think how they will put it in their own words.
10. The students will present their articles to the class.

Closing Procedures

Students will take a push pin with a flag on it and stick their push pin in the classroom map to identify where their event took place.

Assessment

Each student will be expected to find at least one article on one or more countries in Africa and give a brief summary to the class. Students must locate their country on the classroom map.

Modifications

- Website lists are distributed to aid all students in their search, especially those with organizational issues. The website list will also be posted on the class website so that students can simply click on the links in the document.

- Red plastic cups will be next to each computer. If a student faces a roadblock he or she will place it on top of the computer monitor indicating that they will need some help.
- A worksheet with definitions of current events will distributed to the class to help students with classifying events.

Extensions

Students can create their own newspaper on African current events to share with their families. The newspaper can be a compilation of articles that the class discovered.

USEFUL NEWS WEBSITES

<http://news.nationalgeographic.com/news/index.html>

This is a link from National Geographic. Sections found within the news section are; animals & nature news, archeology & paleontology, environment, health, history & culture news, weird news, space & science news, and travel & adventure news.

<http://www.timeforkids.com/TFK/teachers/wr/1,27955,,00.html>

This website is Time magazine for kids. Students can search through the current or past issues. The site is also broken up into grade areas. This link is for grades 4-6.

http://pbskids.org/newsflashfive/?campaign=list_newsflashfive

This is the kids news section of the PBS website. Sections are broken into national news, sports, arts and technology, science, and world news.

Some Types of Current Events



Weather



Sports



Politics



Arts



Science

Website Review

I found that nationalgeographic.com was an excellent resource in the development of the unit on Africa. The maps available on the website are great and are available in a variety of formats. For example, a map of Africa can be created without any of the political boundaries. There is an option for a map with the boundaries. Further detail can be added with country labels.

Another feature that can be useful to students and teachers is the mapmachine section available on the website. Within this section, theme maps can be created. This allows a visual representation of some concepts that may be difficult to grasp. Students and teachers can create a map that indicates projected environmental threats.

Finally, another area in which the website is useful is the ideas for lesson plans that are available for educators. There seems to be an unlimited resource of lesson plans available. Educators can take pieces of the lesson or use the entire lesson for instruction.

In summary, nationalgeographic.com provides several areas for use in the classroom. The site offers maps and excellent lesson plans.

Africa Unit Assessment/Evaluation

The students have studied a unit on Africa. They have located Africa on a map. In addition, they have identified the countries that comprise Africa with the state capitals. They have worked in a jigsaw to learn about the regions of Africa. The students have explored various environmental concerns facing Africa. They have also demonstrated an understanding of some of the numerous cultures. Finally, they have also studied current events on the continent.

In this non-traditional assessment, the students will compose a day in the life journal entry of a citizen of any country or region in Africa.

DAY IN THE LIFE JOURNAL ENTRY

You have studied the physical geography of Africa. You have also learned about the people and cultures of Africa. This information has provided you with a solid base of knowledge about what life is like in various countries in Africa.

In this take home assignment, you are asked to put yourself in the place of someone living in Africa. You can choose to “live” in any country in Africa and can live in a village, town, or a city. In this journal entry, you should describe what a typical day is like in your home. Please provide a physical description of your home (city, village, or town). Include information about any major natural physical landmarks. You must also discuss what is currently taking place in your country. Feel free to include any pictures.

You will have one week to complete your assignment. Your notebooks and notes that you took during your classmates’ presentations are a useful resource. Another useful resource is the list of websites that was distributed towards the beginnings of our studies.

A rubric is attached to use as a guide to evaluate your work.

HINT: It may be easier on you if you are writing from the country that you did your cultural research on.

Have fun pretending that you are living somewhere far and exotic!

DAY IN THE LIFE JOURNAL ENTRY RUBRIC

	EXCEPTIONAL	COMMENDABLE	SATISFACTORY	REWRITE REQUIRED
INTRODUCTON (15 Points)	First paragraph has a “grabber” or catchy beginning.	A catchy beginning was attempted but was confusing rather than catchy.	First paragraph has a weak “grabber”.	No attempt was made to catch the reader’s attention in the first paragraph.
CONTENT (70 Points)	Detailed descriptions of daily life. The writer paints a clear picture of this location. (25 points) Ideas communicated clearly. (10 points) Physical description of the country is included. (10 points) A specific town/city/village is mentioned. (10 points) Pictures are included. (5 points) Current events are discussed. (5 points) You mention your education and/or job. (5 points)	A clear description of the location is discussed. (20 points) Ideas communicated clearly. (10 points) Physical description of the country is included. (10 points) A specific town/city/village is mentioned. (10 points) Pictures are included. (5 points) You discuss your education and/or job. (5 points) Current events are discussed. (5 points)	A general region of Africa is described without much detail. (15 points) Communicated main idea. (15 points) Major physical characteristics are described. (10 points) Current events are discussed. (5 points) Pictures are included (5 points) Minimal personal details are included. (5 points)	Vague description of region. (10 points) Ideas were vague. (10 points) No mention of current events. (0 points) No personal details are included. (0 points)
MECHANICS (10 Points)	Minimal spelling or grammatical errors. All Ideas flow smoothly into each other.	A few grammatical or spelling errors, but does not impede reader’s comprehension. Most ideas flow into each other.	Several grammatical or spelling error, but does not interfere with reader’s understanding. Most ideas flow into each other.	Many grammatical or spelling errors that results in a hard to understand piece. Ideas and paragraphs are choppy.
TIMELINESS (5 Points)	Journal handed in on time.	Journal handed in on time.	Journal handed in on time.	Journal was handed in past the due date.

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Africa: Land and Resources. AIMS Multimedia(2001). Retrieved July 31, 2007, from unitedstreaming:

<http://www.unitedstreaming.com/>

This is a video about Africa's land and resources. The video is 18 minutes long. A teacher's guide is also within this link. The guide includes instructions on how to use the video and includes suggestions for after the video. The guide also includes an introduction to the vocabulary.

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This link shows a picture of the city of Nairobi, Kenya.

http://members.tripod.com/africa_cms_cwr/index.htm. Retrieved on July 26, 2007.

This is WebQuest that has several informative links about various aspects of Africa.

<http://nationalgeographic.com/xpeditions/atlas/africa/africa-bw.pdf>. Retrieved July 16, 2007

This link is an unlabeled map of Africa.

<http://nationalgeographic.com/xpeditions/atlas/africa/africa-dw.pdf>. Retrieved July 16, 2007.

This link is a labeled map of Africa which identifies each country.

<http://nationalgeographic.com/xpeditions/atlas/world/world-d.pdf>. Retrieved July 16, 2007

This link provides a blank world map.

<http://www.ridpa.org/photos/village-large.jpg>. Retrieved on July 26, 2007.

This is a link to a photo of a village in Tanzania.

Inspiration (Version 8) [Computer software]. Beaverton, OR: Inspiration Software Inc.

This software was used to create the graphic organizers used in the lesson.

Knight, M.B. (2001). *Africa is not a country*. Brookfield, CT: Millbrook Press

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