

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the 7<sup>th</sup> Grade Modern World Studies Social Studies Course.

<b>7<sup>th</sup> grade- Unit 10 Connecting Africa’s Past with Africa’s Present</b>	
<b>Elaborated Unit Focus</b>	In this unit, students will examine the European partitioning of the Africa as a vital event which served as the catalyst for many regional conflicts of today. Student will understand that the continent of Africa was imperialized due to its vast array of rich resources, and was partitioned into parts for Europe to take from those areas. Students will evaluate the impact of artificial political boundaries and the ramifications which upset the traditional balance of the native groups. In the past, many groups who shared a culture lived within a region and lived peaceably with neighboring cultural groups. The student will understand that the artificial political boundaries imposed by outsiders combined cultures with religious differences, ethnic differences, and cultural variances and these changes led to conflict. Students will examine how this past partitioning has affected Africa today in terms of newly established governments, resources, economies, and culture.
<b>Connection to Connecting Theme/Enduring Understandings</b>	<b>Conflict and Change</b> <b>Culture</b> <b>Time, Change and Continuity</b>
<b>GSE for Social Studies (standards and elements)</b>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b> <ul style="list-style-type: none"> <li>a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.</li> <li>b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria. c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.</li> <li>c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. de Klerk.</li> </ul> </li> </ul>
<b>Connection to Literacy Standards for Social Studies (reading and/or</b>	<b>Reading:</b> L6-8RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

<p><b>writing)</b></p>	<p>L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). L</p> <p>L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Writing:</b></p> <p>L6-8WHST1: Write arguments focused on discipline-specific content. c. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>3. identify issues and/or problems and alternative solutions</li> <li>4. distinguish between fact and opinion</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>11. draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> <li>17. interpret political cartoons</li> </ol>



<b>Essential Questions and Related Supporting/Guiding Questions</b>	
<b>Enduring Understanding 1 Conflict and Change</b>	<ol style="list-style-type: none"> <li>1. How can conflict cause change?                             <ul style="list-style-type: none"> <li>• How can conflict be good?</li> <li>• How can conflict be bad?</li> <li>• How can something good be bad?</li> </ul> </li> </ol>
<b>Enduring Understanding 2 Culture</b>	<ol style="list-style-type: none"> <li>1. How does culture define society?                             <ul style="list-style-type: none"> <li>• How does society affect government?</li> <li>• How do ones beliefs shape a society?</li> <li>• How do traditions shape a society?</li> </ul> </li> </ol>
<b>Enduring Understanding 3 Time, Change and Continuity</b>	<ol style="list-style-type: none"> <li>1. How can change be good and bad?                             <ul style="list-style-type: none"> <li>• How can something be good for one and bad for another?</li> <li>• How can something change but remain the same?</li> <li>• Why do some things remain the same when society is always changing?</li> </ul> </li> </ol>

## Sample Instructional Activities/Assessments

### Pan African Movement Bio Poem

Description –

1. Students will need access to the secondary source found on the following website: <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/through-the-lens-of-history-biafra-nigeria-the-west-and-the-world/the-colonial-and-pre-colonial-eras-in-nigeria/the-pan-african-movement>
2. After students have read the article, students are to complete the following Bio Poem. The students should imagine Pan Africanism as a **PERSON**. Directions are located below.

**GSE Standards and Elements**

**SS7H1 Analyze continuity and change in Africa.**

b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria

**Literacy Standards  
Social Studies Matrices  
Enduring Understanding(s)**

**Literacy Standards:**

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**Information Processing Skills:**

3. identify issues and/or problems and alternative solutions

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context

11. draw conclusions and make generalizations

**Conflict and Change**

## **Pan Africanism Bio Poem**

**Your Job:** Using the article read in class, create the following **Bio Poem** to show what you have learned about Pan Africanism. Therefore, Line 1 should be **PAN AFRICANISM**. You are to complete this activity as if Pan Africanism is a person.

- Line 1 -       Name:**
- Line 2 -       Three traits:**
- Line 3 -       is from:**
- Line 4 -       cares deeply about...**
- Line 5 -       feels...**
- Line 6 -       Three more traits**
- Line 7 -       gives...**
- Line 8 -       fears...**
- Line 9 -       would like to see...**
- Line 10 -      Name, Years of life:**

## The “Ins and Outs” of a Changing Africa-Activity

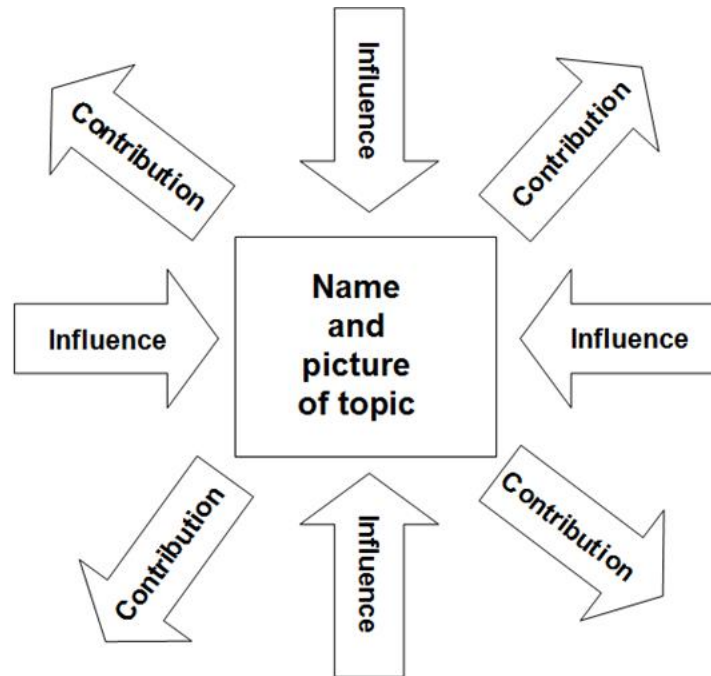
<b>Description</b>	
<ol style="list-style-type: none"> <li>1. Students will need access to “Our Africa” Website <a href="http://www.our-africa.org/history-war-and-politics">http://www.our-africa.org/history-war-and-politics</a> which provides a brief explanatory history of Africa from the past to its present conditions.</li> <li>2. Students should select an additional heading (along the bottom of the webpage) to connect the history to the present as it relates to: agriculture &amp; famine, children, climate, development, food, geography and wildlife, health, women, and poverty.</li> <li>3. Teacher may choose to assign other topics to the students or allow students to choose another topic.</li> <li>4. Students will complete the chart below for the History of Africa and the other assigned/chosen topic.</li> <li>5. Students should be allowed to share out what they learned with the class.</li> </ol>	
<b>GSE Standards and Elements</b>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b> <ol style="list-style-type: none"> <li>b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria</li> </ol> </li> </ul>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b>  L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.  L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Information Processing Skills:</b>  3. identify issues and/or problems and alternative solutions  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p><b>Enduring Understanding:</b>  Conflict and Change; Time, Change and Continuity</p>

## The “Ins and Outs” of a Changing Africa

**Your Job:** Copy and complete the graphic organizer below, which highlights the events and people that influenced Africa in history. You should complete this for two of the eleven topics found on the website provided to you by your teacher.

**Instructions:**

1. Do not write the words in the example below, they are simply showing what goes in each arrow.
2. In the center box write the name of the event and draw a picture to represent this event.
3. In the arrows labeled “Influence” -write something that influenced (helped, encouraged, inspired, etc.) this event.
4. In the arrows labeled “Contribution” -write something that the event contributed (gave, taught, shared) to others (inventions, ideas, etc.).
5. At the bottom or on the back of your chart explain whether you think this event took more from Africa’s changing ways or gave more to Africa and why you think that.



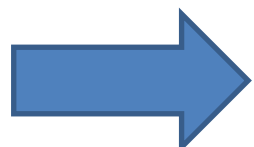
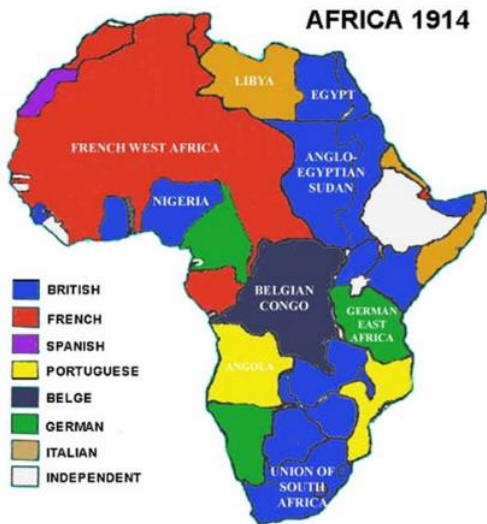
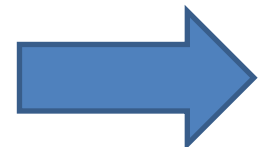
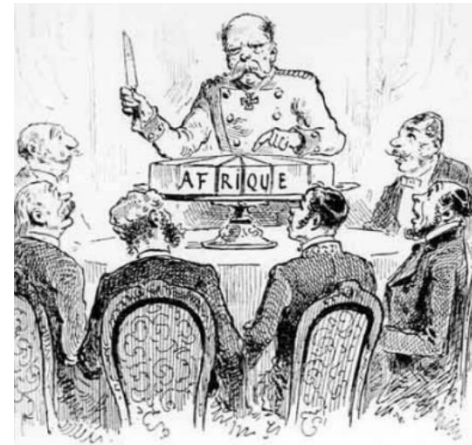
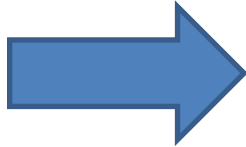
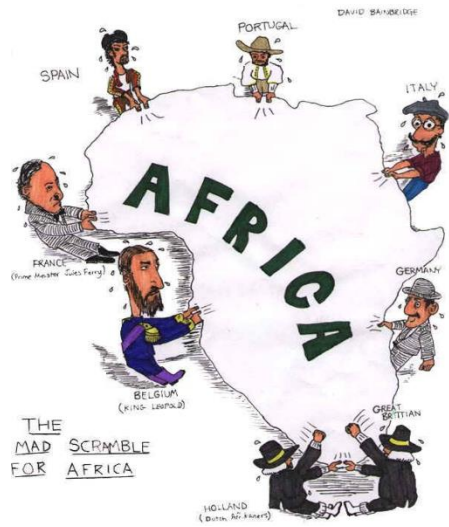
Georgia Department of Education

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## Everyone Wants a Piece of Africa

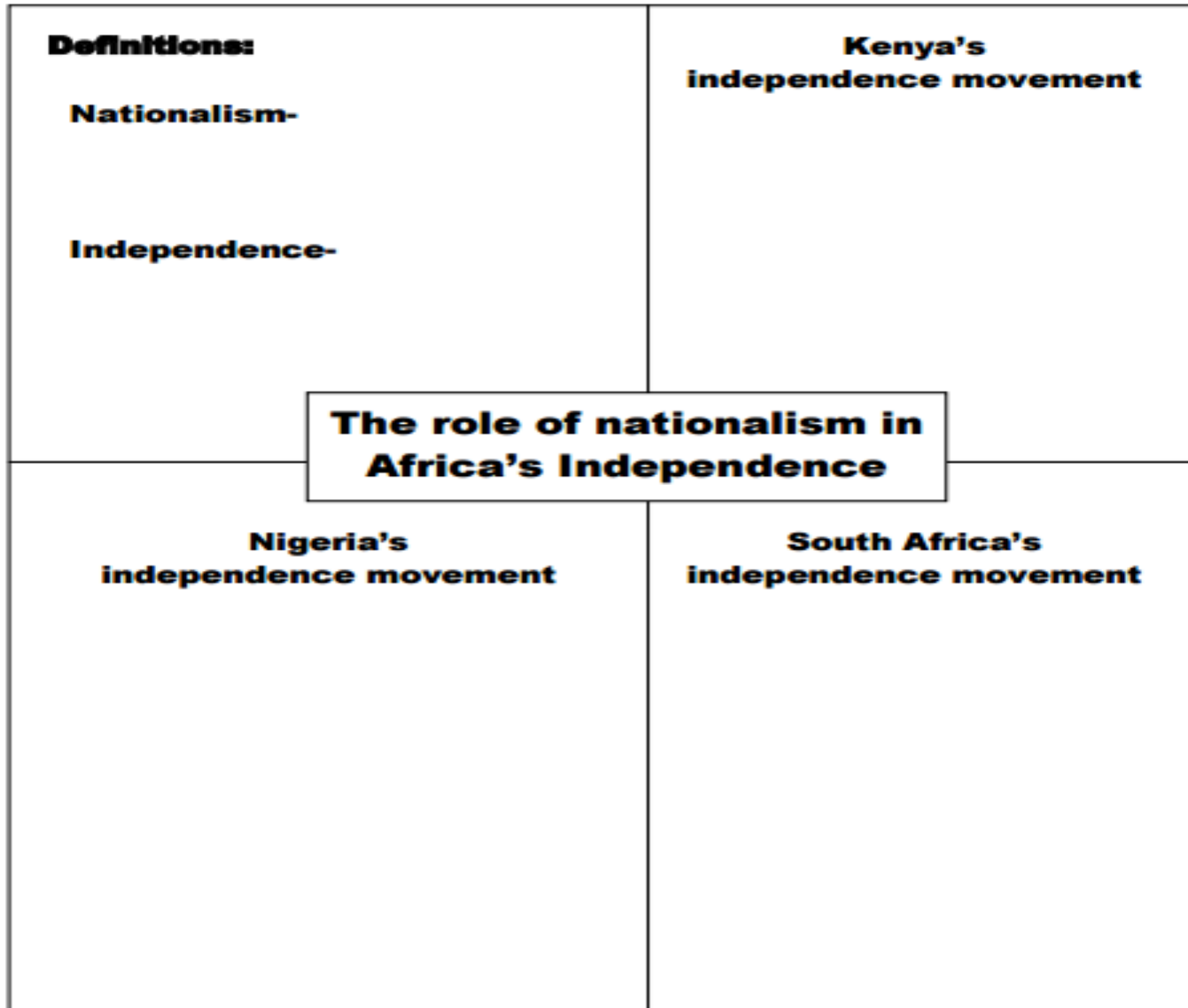
<b>Everyone Wants a Piece of Africa</b>	
<b>Description</b>	
<p>1. Analyze the images and the connection between the images below.</p> <p><a href="http://thescrambleforafricamastin.weebly.com/uploads/1/9/0/4/19040215/3050704_orig.jpg">http://thescrambleforafricamastin.weebly.com/uploads/1/9/0/4/19040215/3050704_orig.jpg</a></p> <p><a href="http://www.webquests.ch/pics/upload/4434/kolonie_karikatur_akg_g_400.jpg">http://www.webquests.ch/pics/upload/4434/kolonie_karikatur_akg_g_400.jpg</a></p> <p><a href="http://www.thelatinlibrary.com/imperialism/maps/africa1914.jpg">http://www.thelatinlibrary.com/imperialism/maps/africa1914.jpg</a></p> <p><a href="http://www.polyp.org.uk/">http://www.polyp.org.uk/</a></p> <p>2. WRITE: What was the initial interest in Africa? How did the European Partitioning of Africa create pervasive challenges in terms of economic growth and development for the nations of Africa? How did it lead to conflict in some regions? (Make sure students are connecting the images to the factors that have led to many of the regional conflicts of today.)</p>	
<b>GSE Standards and Elements</b>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b> <ul style="list-style-type: none"> <li>a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.</li> </ul> </li> </ul>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b></p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>Information Processing Skills:</b></p> <p>4. distinguish between fact and opinion</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>11. draw conclusions and make generalizations</p> <p>17. interpret political cartoons</p> <p><b>Enduring Understanding:</b></p> <p>Conflict and Change; Time, Change and Continuity; Culture</p>





## Free at Last- Independence for Nations in Africa

<p>Description</p> <ol style="list-style-type: none"> <li>1. Define nationalism and independence.</li> <li>2. Extract the main idea regarding the independence movements in Kenya, South Africa and Nigeria. *This website includes information on Pre-and-post colonialism, and also information under the “Independence” tab- after selecting the tab an Index of specific countries and regions appears on the right side. <a href="http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/">http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/</a> *</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b> <ol style="list-style-type: none"> <li>b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p>L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>2. organize items chronologically</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> </ol> <p><b>Enduring Understanding:</b></p> <p>Conflict and Change; Culture</p>



## Past Laws of the Land and their Impact on Today

<p>Description</p> <ol style="list-style-type: none"> <li>1. Watch BBC News “Apartheid 46 years in 90 Seconds” <a href="https://www.youtube.com/watch?v=2f2k6iDFCL4">https://www.youtube.com/watch?v=2f2k6iDFCL4</a> .</li> <li>2. Students will extract a working definition for ‘apartheid’ and list some of the laws enacted under the institution of apartheid.</li> <li>3. Students are also to research 5 more laws under the system.</li> <li>4. Share out some of the laws, then have the students reflect on how those laws would make them feel if they were non-white.</li> <li>5. Discuss: Why is was necessary for people to unite under the leadership under Nelson Mandela and de Klerk? How did the institution of Apartheid affect the people of South Africa today?</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b></li> <li>c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.</li> </ul>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>Information Processing Skills:</b> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations</p> <p><b>Enduring Understanding:</b> Conflict and Change</p>

<b>HISTORY BIO-POEM</b>	
<p>Description</p> <ol style="list-style-type: none"> <li>1. This can be completed in groups or as individual projects.</li> <li>2. Groups/Students research either F. W. deKlerk or Nelson Mandela or however teacher assigns.</li> <li>3. Each half will conduct independent biographical research:  Mandela <a href="http://www.pbs.org/wgbh/pages/frontline/shows/mandela/">http://www.pbs.org/wgbh/pages/frontline/shows/mandela/</a> .  F.W. DeKlerk <a href="http://www.pbs.org/wgbh/pages/frontline/shows/mandela/interviews/deklerk.html">http://www.pbs.org/wgbh/pages/frontline/shows/mandela/interviews/deklerk.html</a></li> <li>4. Students will create bio poems (see below) for the person they researched.</li> </ol>	
<b>GSE Standards and Elements</b>	<ul style="list-style-type: none"> <li>• <b>SS7H1 Analyze continuity and change in Africa.</b>  c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.</li> </ul>
<b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b>	<p><b>Literacy Standards:</b>  L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.  L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>Information Processing Skills:</b>  1. compare similarities and differences  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context  11. draw conclusions and make generalizations</p> <p><b>Enduring Understanding:</b>  Conflict and Change; Time, Change and Continuity</p>

## HISTORY BIO POEM

Line 1: Your historical figure's first name

Line 2: Lived in

Line 3: Personal traits include (2 or 3 words that describe)

Line 4: Who loved (2 or 3 things, people or ideas that the person loved)

Line 5: Who experienced (2 or 3 feelings the person experienced)

Line 6: Who wanted (2 or 3 things the person wanted to see happen or experience)

Line 7: Who said (a direct quote)

Line 8: Who (A line explaining person's historical importance, accomplishments, etc.)

Line 9: One line explaining person's role in the end of apartheid/position on apartheid

Line 10: Your historical figure's last name

## Culminating Unit Performance Task

### Art History... A Collage Connecting the Past to the Present

**Description**

“The Development of Africa: Past, Present, and Future”. Students will create an artistic rendering that pictorially connects present day conflicts that are rooted in Africa’s past. This may be in the form of a poster, a skit, a poem, a news broadcast, a song, photo essay, or a drawing.

1. Students will identify historical events that connect to modern day conflicts.
2. Students will create representations that show the relationships between historic events in African history and modern African problems (i.e. tribal conflict, scarcity of resources, civil war, unstable borders, cultural strife, health concerns, government instability, access to education)
3. Students may choose any format for their final product.
4. Students must submit a summary which directly explains their product and its relationship to the historical events and modern conflicts.

**Guidelines:**

- \*Information must be accurate.
- \*Products must clearly show the causal connections between historical events and moderns conflicts.
- \*Summary must clearly describe how the representation is an explanation of the casual relationship between the events and the conflicts.

**GSE Standards and Elements**

- **SS7H1 Analyze continuity and change in Africa.**
  - a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
  - b. Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.
  - c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

<p><b>Literacy Standards</b> <b>Social Studies</b> <b>Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></p>	<p><b>Literacy Standards:</b> L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>Information Processing Skills:</b> 3. identify issues and/or problems and alternative solutions 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 11. draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information</p> <p><b>Enduring Understanding:</b> Conflict and Change; Culture; Time, Change and Continuity</p>
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