

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

7th grade- Unit 9- Impact of Environment and Economy	
Elaborated Unit Focus	<p>Africa has been a vital contributor to the global market since ancient times. In this unit students will analyze the human environmental interaction, and the correlation between population distribution, the use of natural resources, and pollution. As the production, distribution, and consumption of goods has increased and economies in this region have grown and prospered, the human environmental interaction has taken a toll on the region. Nations are addressing the problems associated with overpopulation, industrial pollution, accessibility to drinking water, deforestation, and desertification that affect Africa and the rest of the world. However, these many nations specialize their economic activity based on regional natural resources. These resources are a vital component of many economies, and economic growth could be compromised if production is reduced, thus compromising trade, opportunity for further development, and positioning within the global market. Nations are making investments in several sectors that positively influence economic growth and standard of living.</p>
Connection to Connecting Theme/Enduring Understandings	<p>Human Environmental Interaction Production, Distribution, Consumption Location.</p>
GSE for Social Studies (standards and elements)	<ul style="list-style-type: none"> • SS7G2 Explain environmental issues across the continent of Africa. <ol style="list-style-type: none"> a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa. • SS7E1 Analyze different economic systems. <ol style="list-style-type: none"> 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. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

	<p>c. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.</p> <ul style="list-style-type: none"> • SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa. <ul style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ul style="list-style-type: none"> a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Explain how the distribution of natural resources affects the economic development of Africa. e. Describe the role of entrepreneurship
<p>Connection to Literacy Standards for Social Studies (reading and/or writing)</p>	<p>Reading:</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</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>L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</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>Writing:</p> <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. 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>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question),</p>

	<p>drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p>
<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe skills:</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills:</p> <p>1. compare similarities and differences</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>8. identify social studies reference resources to use for a specific purpose</p> <p>10. analyze artifacts</p> <p>11. draw conclusions and make generalizations</p> <p>12. analyze graphs and diagrams</p> <p>14. formulate appropriate research questions</p> <p>15. determine adequacy and/or relevancy of information</p>

Essential Questions and Related Supporting/Guiding Questions	
Enduring Understanding 1 Human Environmental Interaction	<p>1. How can humans, their society, and the environment affect each other?</p> <ul style="list-style-type: none"> • How can something be good for one aspect of life and bad for another? • How do societies adapt to the environment? • How can human interaction have positive and negative consequences?
Enduring Understanding 2 Production, Distribution, Consumption	<p>2. Why is location important for production, distribution, and consumption?</p> <ul style="list-style-type: none"> • Why can certain things not be produced in certain areas? • What impact does society play on production? • What impact does the economy have on distribution and consumption?
Enduring Understanding 3 Location	<p>3. How is where we live vital to how we live?</p> <ul style="list-style-type: none"> • How have your actions had intended and unintended consequences? • How can something be good for one aspect of life and bad for another? • How can one person cause real change?



Sample Instructional Activities/Assessments

Diary of a Jay-Z: Water for Life

Description

1. Read the following quote from the United Nations Deputy Secretary-General Jan Eliasson and discuss its meaning. “Water must never be a reason for rivalry or competition. Water must be a source of cooperation and of shared security and prosperity. Let us remember that water is our primary source of life. So this is also, fundamentally, an existential challenge and a moral obligation.”
2. Have the students look at the Video Diary of Jay-Z’s trip to Africa. Students may complete the 4-square below as they watch.
3. After Part I <https://www.youtube.com/watch?v=VLCu9JR8Dxs> have the students discuss what they have written down so far.
4. Then proceed to Part II <https://youtu.be/bDMVNzCtzGY> .
5. Students will listen and discuss their reflections on the diary.

GSE Standards and Elements

- SS7G2 Explain environmental issues across the continent of Africa.**
- a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
 - b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
 - c. Explain the impact of desertification on the environment of Africa.
- SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**
- d. Explain how the distribution of natural resources affects the economic development of Africa.

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

- Literacy Standard:**
L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- Information Processing Skills:**
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
 6. identify and use primary and secondary sources
 11. draw conclusions and make generalizations
- Enduring Understandings:** Human Environmental Interaction; Location

Cause → Effect		How might it affect the following: -irrigation: -industry: -trade: -access to education:
Causes of a Lack of Water	Impact of a lack of clean water	
<p>My feelings while watching are: I feel saddened because.... I feel astonished by.... I feel confused about.... I wonder why....?</p>		<p>WRITE: To what extent do you believe people in the video align with the goal of the UN's hopes for access to water?</p>

Economic Growth and Development in Africa

Economic Growth and Development in Africa	
<p>Description:</p> <ol style="list-style-type: none"> 1. Have the students to read the following article entitled, “Africa’s GDP Projections 2017: Tears in South Africa and Nigeria, And Africa May Catch A Sniffle” http://www.africapedia.com/2017/01/03/africas-gdp-projections-2017/ . 2. Discuss: Although the growth for South Africa and Nigeria has been substantial, they are not projected to sustain such growth. What reasons does the article give for this? What other nations are projected to experience tremendous growth? 3. Why? (Students may need to perform additional research for this. Please connect it to the 4 factors that influence economic growth.) 	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7E1 Analyze different economic systems. <ol style="list-style-type: none"> c. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ol style="list-style-type: none"> a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Explain how the distribution of natural resources affects the economic development of Africa.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standard: 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>Information Processing Skills:</p> <ol style="list-style-type: none"> 11 draw conclusions and make generalizations 12. analyze graphs and diagrams 15. determine adequacy and/or relevancy of information <p>Enduring Understanding: Production, Distribution, Consumption</p>

Expert Report, Desertification and Deforestation- Impact on land, people, and Economies

Description

Students will watch the following video about deforestation and desertification <https://youtu.be/nKieqi9BNkc> . As they watch, or re-watch, have them take notes about how the process occurs, and causes and effects of each. And think about the following:

- possible solutions to deforestation, desertification, and scarcity of clean water
- how a region's location affects its economy, culture, and development
- how the production, distribution, and consumption of goods/services produced by the society are affected by their location in Africa.

CREATE: book, multimedia presentation, tri-fold poster, imaginary newscast, etc.

1. Students will identify research and discuss environmental issues in Africa that relate to economics, science, and politics on that continent.
2. Divide students into groups of four. Groups will choose one format for their final product.
3. All group members will work on different segments of a book, multimedia presentation, tri-fold poster, imaginary newscast, etc. to present problems from various points of view. (i.e. The Scientist, a farmer, an animal, a nomad... etc.)
4. Students must submit a summary which directly explains their topic and its relationship to the development of Africa.
5. In addition to the four expert sections, each group will create a list of plausible solutions to the environmental problems Africa is experiencing.

ALL PRESENTATIONS SHOULD INCLUDE Graphics/illustrations

The following links may be used for student research:

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

<https://en.unesco.org/countries>

Teachers may find it useful to read aloud one or more of the following picture books and discuss with the class how they contribute to this lesson's topic:

Bringing the Rain to Kapiti Plain by Verna Aardema

Wangari's Trees for Peace: A True Story From Africa by Jeanette Winter

Wangari Maathai: The Woman Who Planted Millions of Trees by Franck Prevot

Seeds of Change: Wangari's Gift to the World by Jen Cullerton Johnson

Mama Miti: Wangari Maatai and the Trees of Kenya by Donna Jo Napoli

Georgia Department of Education

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7th Grade Modern World Studies Frameworks for the Georgia Standards of Excellence in Social Studies

<p>Other longer books include: <i>A Long Walk to Water</i> by Linda Sue Park <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba</p>	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7G2 Explain environmental issues across the continent of Africa. <ul style="list-style-type: none"> a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ul style="list-style-type: none"> d. Explain how the distribution of natural resources affects the economic development of Africa.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>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, 6. identify and use primary and secondary sources, 11 draw conclusions and make generalizations</p> <p>Enduring Understandings: Human Environmental Interaction; Location</p>

Barricade-Breaking Down Trade Barriers

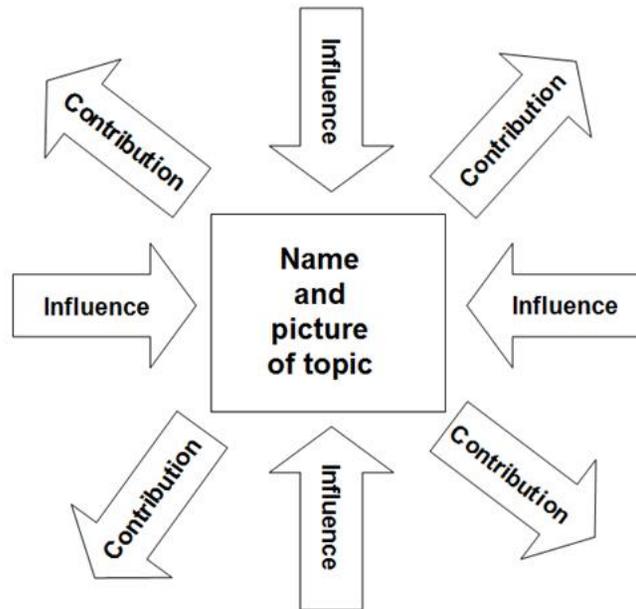
Barricade-Breaking Down Trade Barriers	
<p>Description</p> <ol style="list-style-type: none"> 1. Students will investigate 2 organizations: Southern African Development Community (SADC) and Economic Community of West African States (ECOWAS) through their websites at: www.sadc.int/ and www.ecowas.int/ 2. Explore each page and identify the purpose and function of each organization. 3. Students are to complete the activity located below to demonstrate his/her knowledge of these two organizations. Teacher may have students work in groups or independently to complete this task for one or both of the organizations. 	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa. <ol style="list-style-type: none"> a. Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. c. Explain why international trade requires a system for exchanging currencies between nations. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ol style="list-style-type: none"> d. Explain how the distribution of natural resources affects the economic development of Africa.
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standard: 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>Information Processing Skills: 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>Enduring Understanding: Production, Distribution, Consumption</p>

Breaking Down Trade Barriers: The Influences and Contributions

Your Job: Copy and complete the graphic organizer below which highlights the events and people that influenced the organization you are representing (Southern African Development Community (SADC) or the Economic Community of West African States (ECOWAS).)

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 organization you are researching and draw a picture to represent this organization.
3. In the arrows labeled “Influence” -write something that influenced (helped, encouraged, inspired, etc.) the organization.
4. In the arrows labeled “Contribution” -write something that the organization contributed
5. At the bottom or on the back of your chart explain whether you think this organization is a positive influence or a negative influence on Africa.



Resources and GDP	
<p>Description</p> <ol style="list-style-type: none"> Using a physical outline map of Africa (http://yourchildlearns.com/megamaps/print-world-maps.html), students will be asked to accurately identify South Africa, Egypt, Kenya, Democratic Republic of the Congo, and Nigeria and their economic activities. Utilize the CIA Fact Book (www.cia.gov) to add the mineral and agricultural resources to the map and record the GDP of each nation. Discuss plausible reasons for the variances in the GDP of each country, as well as opportunities for entrepreneurship. Discuss what it means to be a “landlocked” country (country surrounded by other countries on all sides, no coastline for accessibility to trading). Have the students draw inferences about what this could mean in terms of economic growth and development. Why was Africa imperialized? 	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none"> • SS7E1 Analyze different economic systems. <ol style="list-style-type: none"> 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. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. Compare and contrast the economic systems in South Africa, Nigeria, and Kenya. • SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa. <ol style="list-style-type: none"> Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. Explain why international trade requires a system for exchanging currencies between nations. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ol style="list-style-type: none"> Explain how the distribution of natural resources affects the economic development of Africa.
<p>Literacy Standards Social Studies</p>	<p>Literacy Standard:</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>Matrices Enduring Understanding(s)</p>	<p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Map and Globe skills:</p> <p>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p> <p>7. use a map to explain impact of geography on historical and current events</p> <p>8. draw conclusions and make generalizations based on information from maps</p> <p>Information Processing Skills:</p> <p>3. identify issues and/or problems and alternative solutions 6. identify and use primary and secondary sources</p> <p>8. identify social studies reference resources to use for a specific purpose 11 draw conclusions and make generalizations</p> <p>Enduring Understandings:</p> <p>Human Environmental Interaction; Location; Production, Distribution, Consumption</p>
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Entrepreneurs & Economic Growth

Entrepreneurs & Economic Growth	
Description	
<ol style="list-style-type: none"> 1. Have each student choose a number between 1 and 30. 2. Read the introduction of “30 Most Promising Young Entrepreneurs in Africa in 2015” https://www.forbes.com/sites/mfonobongsehe/2015/02/05/30-most-promising-young-entrepreneurs-in-africa-2015/#59a00b4123f0. 3. Students will complete the graphic organizer found below to demonstrate their findings regarding the article. 4. Students will Introduce their entrepreneur by name, their invention and purpose/what problem did it solve or improve, 5. Students will also explain how that entrepreneurial idea contributed to the <i>other</i> factors that influence economic growth. 	
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ol style="list-style-type: none"> a. Evaluate how literacy rates affect the standard of living. b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita). d. Explain how the distribution of natural resources affects the economic development of Africa.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</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>L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 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 10. analyze artifacts <p>Enduring Understanding: Production, Distribution, Consumption</p>

**4 Factors that influence
Economic Growth:**

- 1.
- 2.
- 3.
- 4.

Entrepreneur Name:

Age:

Description of the New Idea or Improvement:

This Idea influences other aspects of economic growth by...		
Human Capital	Natural Resources	Capital Resources

Explain. Why is Entrepreneurship an essential component of economic growth?

Photograph Analysis

Photograph Analysis	
Description	
<ol style="list-style-type: none"> 1. As the students watch, “Water is Key” (3mins) photo documentary https://youtu.be/q2WL5vXNFj4 have then infer and complete boxes labeled: I see... I feel... I think... I wonder... about what they see in the video. 2. Have the students discuss 3. Utilizing their researching skills, have student find the answers to at least 3 of their “I wonder...” questions. 	
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7G2 Explain environmental issues across the continent of Africa. <ol style="list-style-type: none"> a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standards:</p> <p>L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration</p> <p>L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research</p> <p>Information Processing Skills:</p> <ol style="list-style-type: none"> 11 draw conclusions and make generalizations 14. formulate appropriate research questions <p>Enduring Understandings:</p> <p>Human Environmental Interaction; Location</p>

<p>I see...</p>	<p>I feel...</p>
<p>I think....</p>	<p>I wonder...?</p>

My Water Footprint

My Water Footprint	
Description	
<ol style="list-style-type: none"> 1. Have students calculate their Water Footprint which will trace individual water usage. http://www.watercalculator.org/ 2. Students will share out answers. Answers can be plotted to show class average. This would be an excellent connection to make with student’s math class. 3. WRITE: Explanatory. What does this mean? How could we conserve our water usage in order to consciously reduce our individual water footprint? How might this affect the development of a nation? 4. Have students review several other ways to reduce their water footprint, as suggested by National Geographic: http://www.nationalgeographic.com/environment/freshwater/water-conservation-tips/ 5. Discuss what behaviors we could moderate to lessen our water usage. 	
GSE Standards and Elements	<ul style="list-style-type: none"> • SS7G2 Explain environmental issues across the continent of Africa. <ol style="list-style-type: none"> a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. c. Explain the impact of desertification on the environment of Africa. • SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya. <ol style="list-style-type: none"> d. Explain how the distribution of natural resources affects the economic development of Africa.
Literacy Standards Social Studies Matrices Enduring Understanding(s)	<p>Literacy Standard: L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. 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>Information Processing Skills:</p> <ol style="list-style-type: none"> 1. compare similarities and differences 3. identify issues and/or problems and alternative solutions 11 draw conclusions and make generalizations <p>Enduring Understandings: Human Environmental Interaction; Location; Production, Distribution, Consumption</p>

Culminating Unit Performance Task

My Impact within Global Community

Description

Reducing Your Water Footprint (Public Service Announcement)

Individual decisions have global impact on human-kind and the environment and its sustainability.

Your GOAL is to show an understanding of how your water footprint has global consequences.

Your ROLE is an employee for a major advertising firm. You have been asked to create a public service announcement urging individuals to reduce their water footprint.

Your AUDIENCE will be individuals around the globe whom you will attempt to convince to conserve water to reduce their global footprint. You will also present your project to your classmates.

The SITUATION related to water scarcity is a global problem. Solutions begin at home. Your project will be a public service announcement in which you persuade individuals to reduce their water usage.

Your PRODUCT will include a poster, video commercial or brochure in which you show understanding of the global water crisis and understanding of conservation efforts.

Public Service Announcement

Must be 30 seconds -1 minute in length

Must include a minimum of 4 ways to conserve water

Be creative and incorporate music or other graphics

Cite sources

Share your video with your classmates

Poster

Must include a minimum of 4 ways to conserve water

Be creative and incorporate graphics

Correct spelling and punctuation

Colorful, legible and neat

Cite sources

<p>Present a gallery walk</p> <p>Brochure Tri-fold brochure Use publisher or hand fold/write Be creative and incorporate graphics Correct spelling and punctuation Colorful, legible and neat Cite sources Share your work with your classmates</p>	
<p>GSE Standards and Elements</p>	<ul style="list-style-type: none">• SS7G2 Explain environmental issues across the continent of Africa.<ul style="list-style-type: none">a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.c. Explain the impact of desertification on the environment of Africa.• SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.<ul style="list-style-type: none">d. Explain how the distribution of natural resources affects the economic development of Africa.

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>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. L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>Information Processing Skills:</p> <ul style="list-style-type: none"> 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 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information <p>Enduring Understandings: Human Environmental Interaction; Production, Distribution, Consumption</p>
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