

Sample Social Studies Learning Plan

Big Idea/ Topic

Location and Water in Africa

Connecting Theme/Enduring Understanding:

Location: The student will understand that location affects a society’s economy, culture, and development.
 Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other. Location: The student will understand that location affects a society’s economy, culture, and development.

Essential Question:

How is where we live vital to how we live?
 How can humans, their society, and the environment affect each other?

Standard Alignment

SS7G1 Locate selected features of Africa.

- a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

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.

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.

Connection to Literacy Standards for Social Studies and Social Studies Matrices

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.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Information Processing Skills: 3. identify issues and/or problems and alternative solutions 11. draw conclusions and make generalizations

Map and Globe Skills: 2. use intermediate directions 8. draw conclusions and make generalizations based on information from map

Instructional Design

***This lesson has a flexible timeline and will cross over several days.**

This lesson is intended to reach students in a virtual setting, whether plugged or unplugged. See bottom of lesson for list of unplugged supplies.

A great book to read at the beginning of teaching about Africa is *A Long Walk to Water*. It is recommended to start it now while teaching parts 1 and 2, or start it at part 3. For the unplugged learner provide a copy of the book from the school library.

Part 1: “Give me Five!” Students will view the images found [in the presentation](#) on the slide “Give me 5”: They will write down one-word emotions that they have when analyzing the images. Students will also discuss songs, poems, and other current events that come to mind when viewing the images. The students will share their feelings about the images in class. Photos taken from: <https://unsplash.com/s/photos/africa>

***Unplugged variation –** Provide a printout of the presentation. Students should follow the instructions in the presentation.

Part 2: Once the opening activity has been completed, students will begin working through the presentation labeling the map of Africa. If you provide students with a digital copy of the map, they could find and place images from the areas selected and explain why they chose the specific image to represent the location. There is a map on each slide that helps guide the students when labeling their maps. They will label the following physical features: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert. Once they have completed their map on physical features, there is a quiz to help “test” their understanding of the location of the physical features. Students will move onto the second section of labeling the map, by labeling the political features of Africa. Students will label the following countries: Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. Once the map is completed, students will complete the quick quiz over the countries.

Encouraged to take notes over the physical and political features in their journal. This could be done in Cornell style or as annotated notes similar to unplugged instructions. Students could also annotate key physical or political features slides the teacher feels is important for the next section. For example, the Nile river, Kenya, Congo River, Niger River, are just a few the teacher may want to spotlight.

***Unplugged variation–** The students will annotate the presentation and label the map as they progress through the presentation. When the student comes to the “Quick Quiz” pages, they will write their answers on the paper. Print the maps so that students can check their work.

Part 3: Once students know the location of physical and political features, the teacher will provide a copy of the the environmental issue of water graphic organizer and instruct students to take notes while reading the information.

Here are some videos that will help students understand the water issue. You do not have to show the entire video and feel free to pause the video while presenting the information.

If you have not started reading *A Long Walk to Water*, it is recommended that you start it now. The teacher could read it aloud to the students, use audiobooks if available, or have the students read it at their own pace.

[Story of Sabina](#) (This video is about 14 minutes long.)

[A Long Walk to Water Preview](#)

["I Kept Walking"](#) TED talk by Salva Dut - Lost boy of Sudan focus of *A Long Walk to Water* (CC and transcript available; preview first)

Students should complete the questions and activities at the end of learning

***Unplugged variation** – Print the presentation. The students can continue to annotate the presentation or they may use the graphic organizer to take their notes. Provide a copy or excerpt of *A Long Walk to Water* for the student. Additionally you could include the transcript of Salva Dut's TED talk. Complete the questions at the end of the presentation.

For a summative assessment: R.A.F.T. Writing Assignment. See attached instructions.

An alternative assessment (plugged or unplugged) - Create a travel itinerary including various political and physical features and the environmental issue of water in the travel plans. Students can travel through Africa "seeing" the locations they learned about.

Student Learning Supports

Ideas for Differentiation:

Our goal is for all students to be actively engaged using speaking, writing, illustrating, reading, and listening. Below are changes to the lesson to help achieve that goal for students who need additional support. Note: If students are able to complete the activities on their own, it would be best to let them do this independently.

- Provide a map with locations drawn on the map.
- Provide a map with the countries already labeled to help the students locate the physical features.
- Use the graphic organizers provided.
- Print the presentation so the students can annotate or work with their own copy.

Opportunities for Extension:

- Reading the book *A Long Walk to Water*
- Research water opportunities in Africa
- Fund a project to provide water in Africa

Unplugged Supplies:

- Lesson checklist
- [Presentation](#)
- Interactive notebook or a place to take notes

Evidence of Student Success

Information for diagnostic, formative, and summative assessments are described within the Instructional Design.

Engaging Families

Materials included to support unplugged learners: Lesson checklist, printed copy of presentation, printed copy of maps, the book *A Long Walk to Water*, copy of graphic organizers,

Optional materials to support learning not included: blank paper, interactive notebook or something to take notes on, blank drawing paper, colored pencils, highlighter

Africa Lesson Checklist

SS7G1 Locate selected features of Africa.

- a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
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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.

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- d. Explain how the distribution of natural resources affects the economic development of Africa.

Essential Questions:

- How is where we live vital to how we live?
- How can humans, their society, and the environment affect each other?

Part 1:

- Complete the Give Me Five activity in the attached presentation.

Part 2:

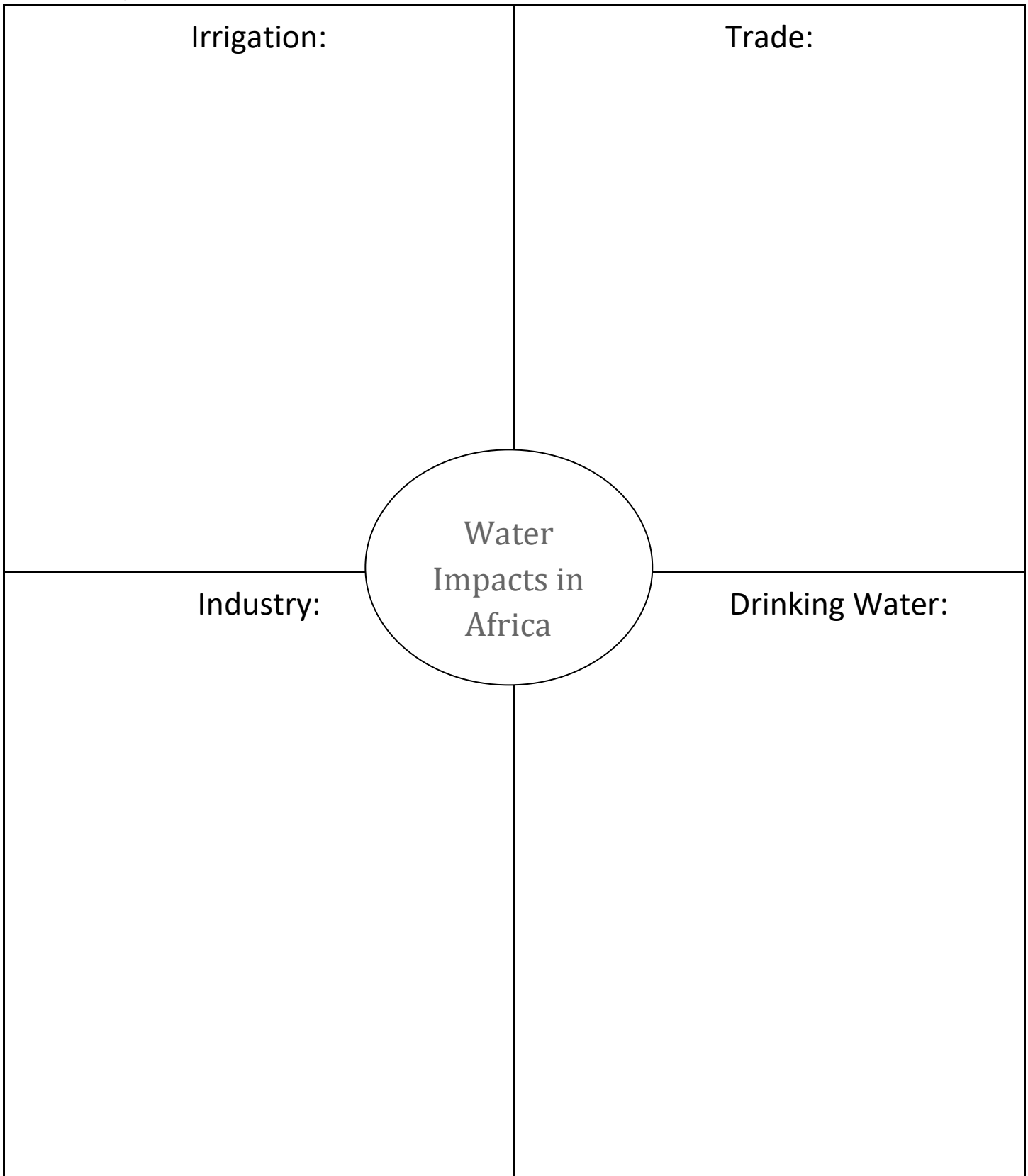
- As you learn about the selected locations in Africa, label them on the blank map provided AND draw an image you think best describes how people interact with that location. On the back of the page, describe the why you choose to draw each image.
- **Identify:** Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert; Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan
- Follow the instructions to on annotate the presentation.

Part 3:

- Complete the graphic organizer included here while the information found in the presentation as well as the material provided which could include:
 - Book: *A Long Walk to Water*
 - “ I Kept Walking” Salva Dut’s TED talk

Summative Assessment: RAFT essay-instructions included in this packet

Take notes using the graphic organizer while reading the presentation. You may also annotate and write your notes on the presentation.



Environmental Issue: Water

Directions: Answer the following questions and complete the activity about water.

1. Looking at the four impacts water has on Africa, which one do you feel has the greatest impact on Africa and why? You will need to conduct more research on the topic that you feel is important.
2. Thinking about the water pollution and unequal access to water in Africa, what is something you could do to help Africans gain access to clean water?
3. Create an advertisement informing people of the water issues in Africa and provide ways they can help. Hint: Think about what you wrote in questions one and two to help guide your advertisement for this question. You may create this advertisement using slides on PowerPoint or draw your advertisement.

Summative Assessment: Africa

R.A.F.T. Writing Prompt

(R.A.F.T. Explanation: <https://studylib.net/doc/8829101/raft---junior-cycle-home>)

You will pick a R.A.F.T row and complete your writing assignment based on the topic.

Remember the following:

Role of the Writer: Who are you as the writer? What is my personality? How will I react to the information or situation? Roles depend on the situation.

Audience: To whom are you writing? Who needs to read this? Whom am I trying to persuade? What is the goal or purpose of writing? What type of emotional reaction do I want from the reader?

Format: In what format are you writing?

Topic: What are you writing about? What is the subject I am covering?
What Information do I have to share? What is the focus of my chosen format?

Link to R.A.F.T Writing template:

<http://www.readwritethink.org/files/resources/printouts/RAFTWriting.pdf>

Role	Audience	Format	Topic
Travel Agent	Tourist	Brochure	Water and physical features in Africa
Government Leader	Other Government leaders	Talking points with reasons	How can humans, their society, and the environment affect each other?
An African Woman	The world	Letter	How water impacts her environment
A Student in Kenya	7th Graders in Georgia	Interview	Their top 5 favorite physical features in Africa and how water impacts their lives
Newcaster	Parents in Georgia	Press Release	Water, Water, Water: How Georgians can help Africans.

Map of Africa

From: Map from: <https://www.worldatlas.com/webimage/countrys/af.htm>

