

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 8- Africa Today</b>	
<b>Elaborated Unit Focus</b>	In this unit students will gain an understanding of the physical, cultural, and political landscape of Africa. Students will locate selected countries and physical features in the region. Students will examine how location, climate, physical characteristics, and the distribution of natural resources can affect population distribution, accessibility to those natural resources, and trade. Student will examine how those characteristics vary among the regional climate zones in Africa. Similarly to the tremendous biodiversity of the region, students will gain an understanding of the diversity of culture, especially as it pertains to religious groups and the vast array of ethnic groups. Due to historical factors, governance has been posed a challenge for many African nations who have transitioned from colonial rule to single-party rule or to fledgling democracies. Students will examine aspects of citizen participation and the role of government stability, or instability, in terms of access to education, medicine, and food thus affecting the standard of living in Africa.
<b>Connection to Connecting Theme/Enduring Understandings</b>	<b>Culture; Governance; Location</b>
<b>GSE for Social Studies (standards and elements)</b>	<ul style="list-style-type: none"> <li>• <b>SS7G1 Locate selected features of Africa.</b> <ul style="list-style-type: none"> <li>a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.</li> <li>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.</li> </ul> </li> <li>• <b>SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.</b> <ul style="list-style-type: none"> <li>a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.</b> <ol style="list-style-type: none"> <li>a. Explain the differences between an ethnic group and a religious group.</li> <li>b. Describe the diversity of religions within African ethnic groups.</li> </ol> </li> <li>• <b>SS7CG1 Compare and contrast different forms of citizen participation in government.</b> <ol style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments.</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> <li>c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).</li> </ol> </li> <li>• <b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b> <ol style="list-style-type: none"> <li>a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa</li> </ol> </li> </ul>
<p><b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b></p>	<p><b>Reading:</b></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources</p> <p><b>L6-8RHSS2:</b> 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><b>L6-8RHSS6:</b> 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><b>L6-8RHSS7:</b> 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><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

	<p><b>L6-8WHST7:</b> 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><b>L6-8WHST8:</b> 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><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Information Processing:</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>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> <li>11. draw conclusions and make generalizations</li> <li>14. formulate appropriate research questions</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> <li>17. interpret political cartoons</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>7. use a map to explain impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>9. use latitude and longitude to determine location</li> <li>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> </ol>

Essential Questions and Related Supporting/Guiding Questions	
<b>Enduring Understanding 1 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 one’s beliefs shape a society?</li> <li>• How do traditions shape a society?</li> </ul> </li> </ol>
<b>Enduring Understanding 2 Governance</b>	<ol style="list-style-type: none"> <li>1. How can government change?                             <ul style="list-style-type: none"> <li>• How does growth in a society affect government?</li> <li>• How do responsibilities change as governments change?</li> <li>• How does society affect government?</li> </ul> </li> </ol>
<b>Enduring Understanding 3 Location</b>	<ol style="list-style-type: none"> <li>1. How is where we live vital to how we live?                             <ul style="list-style-type: none"> <li>• How have your actions had intended and unintended consequences?</li> <li>• How can something that is good for one be bad for another?</li> <li>• How can one person cause serious change?</li> </ul> </li> </ol>



## Sample Instructional Activities/Assessments

### Countries and Government Systems

<p>Description –</p> <ol style="list-style-type: none"> <li>1. Divide students into 3 groups.</li> <li>2. Students will use the CIA Fact Book at <a href="http://www.cia.gov">www.cia.gov</a> to describe the structure of the national governments of one of these three countries: Kenya, South Africa, and Sudan.             <ul style="list-style-type: none"> <li>- include type of government, form of leadership, role of citizen, and type of legislature.</li> </ul> </li> <li>3. Students will present their government in a creative way, so that their peers can identify each aspect of each country. Findings may be presented as a skit, clues, photos, or any other means by which the audience may conclude the information.</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7G1 Locate selected features of Africa.</b> <ol style="list-style-type: none"> <li>a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, and tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.</li> <li>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.</li> </ol> </li> <li>• <b>SS7CG1 Compare and contrast different forms of citizen participation in government.</b> <ol style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments.</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> <li>c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></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>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><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"><li>1. compare similarities and differences</li><li>6. identify and use primary and secondary sources</li><li>14. formulate appropriate research questions</li></ol> <p><b>Enduring Understanding:</b></p> <p>Governance</p>
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## Africa’s Physical and Political Locations

<h2 style="text-align: center;">Africa’s Physical and Political Locations</h2>	
<p>Description</p> <ol style="list-style-type: none"> <li>1. Give students the map located below.</li> <li>2. Challenge the students to find the new locations based on coordinate pairs or lines of longitude and latitude using a class set of almanacs. Or students may use any other social studies resource to locate the following countries in a timed race: Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan. Locate the physical features: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert. <a href="http://www.printablemaps.net/africa-maps/">http://www.printablemaps.net/africa-maps/</a></li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7G1 Locate selected features of Africa.</b> <ol style="list-style-type: none"> <li>a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, and tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.</li> <li>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.</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b> 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. 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><b>Map and Globe Skill:</b> 9. use latitude and longitude to determine location</p> <p><b>Enduring Understanding:</b> Location: The student will understand that location affects a society’s economy, culture, and development</p>



[www.PrintableMaps.net](http://www.PrintableMaps.net)

Georgia Department of Education

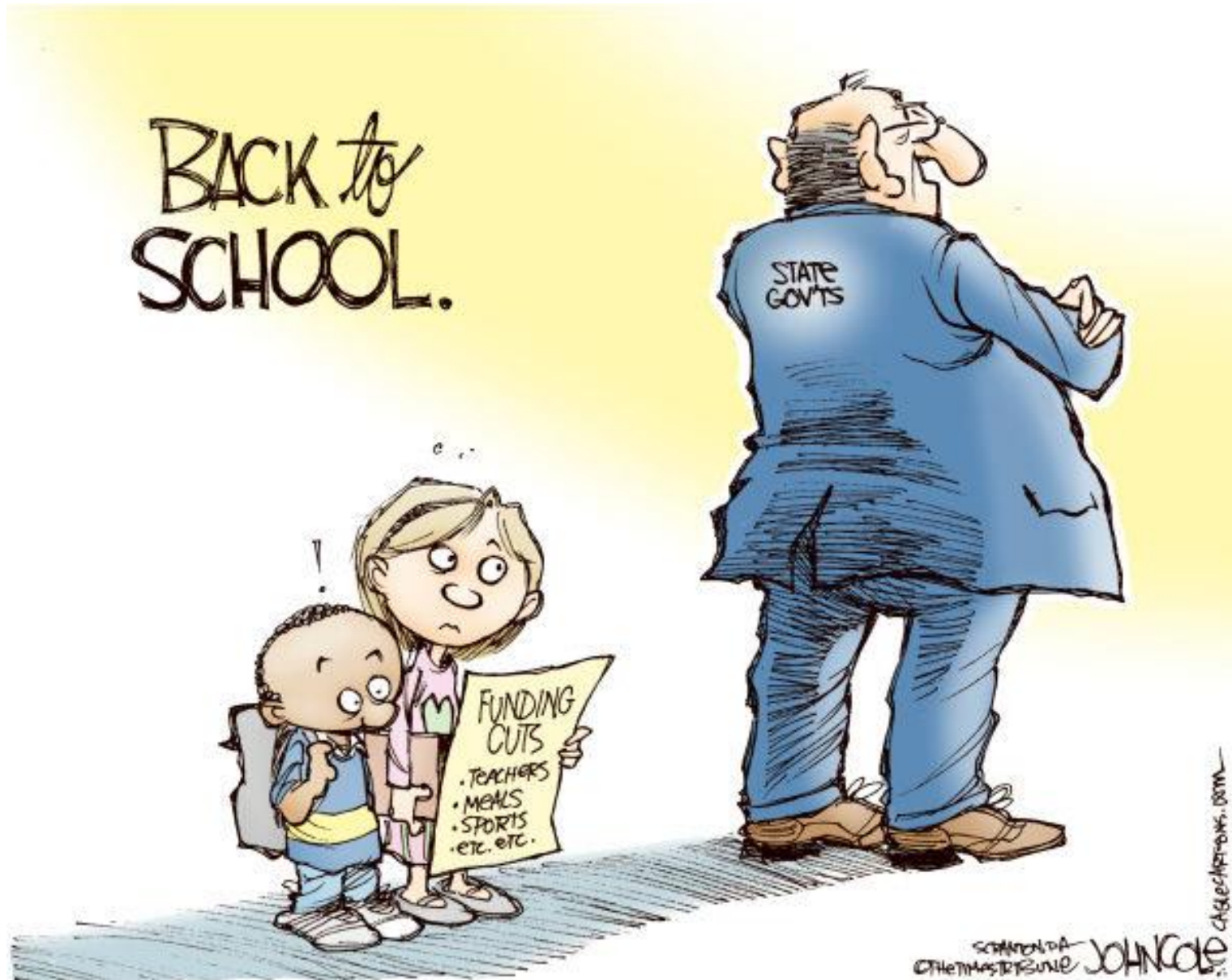
THIS WORK IS LICENSED UNDER A CREATIVE COMMONS ATTRIBUTION - NONCOMMERCIAL - SHAREALIKE 4.0 INTERNATIONAL LICENSE

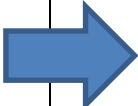
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## Budget Cuts-Political Cartoons

<p>Description</p> <ol style="list-style-type: none"> <li>1. Analyze the political cartoon.</li> <li>2. Determine some of the many things paid for by government budgets.</li> <li>3. Using the CIA World Fact Book website, allow students to research a particular country in Africa. This may be teacher assigned or each student chooses his/her own country in Africa. <a href="https://www.cia.gov/library/publications/the-world-factbook/">https://www.cia.gov/library/publications/the-world-factbook/</a></li> <li>4. TEACHER: Create a scenario by designating each country a certain budget based on the GDP.</li> <li>5. Students are to research his/her country’s economy. They must make the “cuts” based on environment devastations, wars, trade barriers, etc.</li> <li>6. Have the students speculate about some of the ramifications of governmental budget cuts by completing the worksheet attached after the political cartoon. Discuss.</li> <li>7. WRITE: What happens as a result of “cuts”? What happens if there was no money AT ALL to allocate to things such as military, education, health/medicine, and food?</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b> <ol style="list-style-type: none"> <li>a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa</li> </ol> </li> </ul>
<p><b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standard:</b> L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>Information Processing Skill:</b> 17. interpret political cartoons</p> <p><b>Enduring Understanding:</b> Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases</p>



<b>CAUSE</b> GOVERNMENT BUDGET CUTS ....	<b>EFFECT</b> MAY RESULT IN....
<ul style="list-style-type: none"><li>• Education</li><li>• Production and Distribution</li><li>• Military</li><li>• Healthcare</li><li>• Medicine</li><li>• Food/Agriculture</li><li>• Public Assistance</li><li>• Public Transportation</li></ul>	

<b>Impact of Government Stability</b>	
<p>Description</p> <ol style="list-style-type: none"> <li>Using the following website, students are to select a country or teacher may assign a country to complete the following activity. <a href="https://en.unesco.org/countries">https://en.unesco.org/countries</a></li> <li><b>NOTE:</b> When using the above resource, students will find a plethora of information by utilizing the 1<sup>st</sup> page that they visit after selecting his/her country as well as clicking on the icon at the bottom of the screen that says: <b>VISIT UIS PROFILE</b></li> <li>Students may complete this activity individually or in pairs/groups.</li> <li>Students are to create an infomercial as to how might government stability or instability might affect such things as education, medicine for combating disease (HIV/AIDS) and famine.</li> <li>Students may present their findings in a variety of ways, from a media presentation (such as Prezi or PowerPoint) to a poster or some other visual display.</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li><b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b> <ol style="list-style-type: none"> <li>Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>                      L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience                      L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.                      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><b>Information Processing Skills:</b>                      5. identify main idea, detail, sequence of events, and cause and effect in a social studies context                      14. formulate appropriate research questions</p> <p><b>Enduring Understandings:</b>                      Governance; Culture:</p>

## What’s the Difference? - Sahara, Sahel, Savanna, and Tropical Rainforest

**Description**

1. Show the image of Africa below (immediately following this activity description)  
[https://en.wikipedia.org/wiki/Climate\\_of\\_Africa](https://en.wikipedia.org/wiki/Climate_of_Africa) . Students can take note of what they see.
2. Teacher will display or distribute a chart that compares the Sahara, Savanna, Sahel, and Rainforests. Show students these short videos on the savannah and Sahel regions from here:  
<https://www.georgiastandards.org/resources/Pages/Videos/Social-Studies-Video-Dictionary.aspx>
3. Have the students create working definitions for each region.
4. Then, based on the geographical locations, predict where the people might live, types of jobs they may have, and possible industry or trade that might be prevalent in the region.
5. Students will verify their answers, utilizing the links below, then transfer their researched evidence onto the comparison 4-square, and illustrate what it might look like (to include land, animals, vegetation, etc.). Cite evidence from the texts to support your conclusions.

PBS Africa: Explore the Regions

Sahel: [http://www.pbs.org/wnet/africa/explore/sahel/sahel\\_overview.html](http://www.pbs.org/wnet/africa/explore/sahel/sahel_overview.html)

Savanna: [http://www.pbs.org/wnet/africa/explore/savanna/savanna\\_overview\\_lo.html](http://www.pbs.org/wnet/africa/explore/savanna/savanna_overview_lo.html)

Sahara: [http://www.pbs.org/wnet/africa/explore/sahara/sahara\\_overview\\_lo.html](http://www.pbs.org/wnet/africa/explore/sahara/sahara_overview_lo.html)

Rainforest: [http://www.pbs.org/wnet/africa/explore/rainforest/rainforest\\_overview\\_lo.html](http://www.pbs.org/wnet/africa/explore/rainforest/rainforest_overview_lo.html)

<b>GSE Standards and Elements</b>	<ul style="list-style-type: none"> <li>• <b>SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.</b> <ul style="list-style-type: none"> <li>a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live</li> </ul> </li> </ul>
<b>Literacy Standards</b> <b>Social Studies Matrices</b> <b>Enduring Understanding(s)</b>	<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 L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

	<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>6. identify and use primary and secondary sources</li><li>11. draw conclusions and make generalizations</li></ol> <p><b>Enduring Understanding:</b></p> <p>Location</p>
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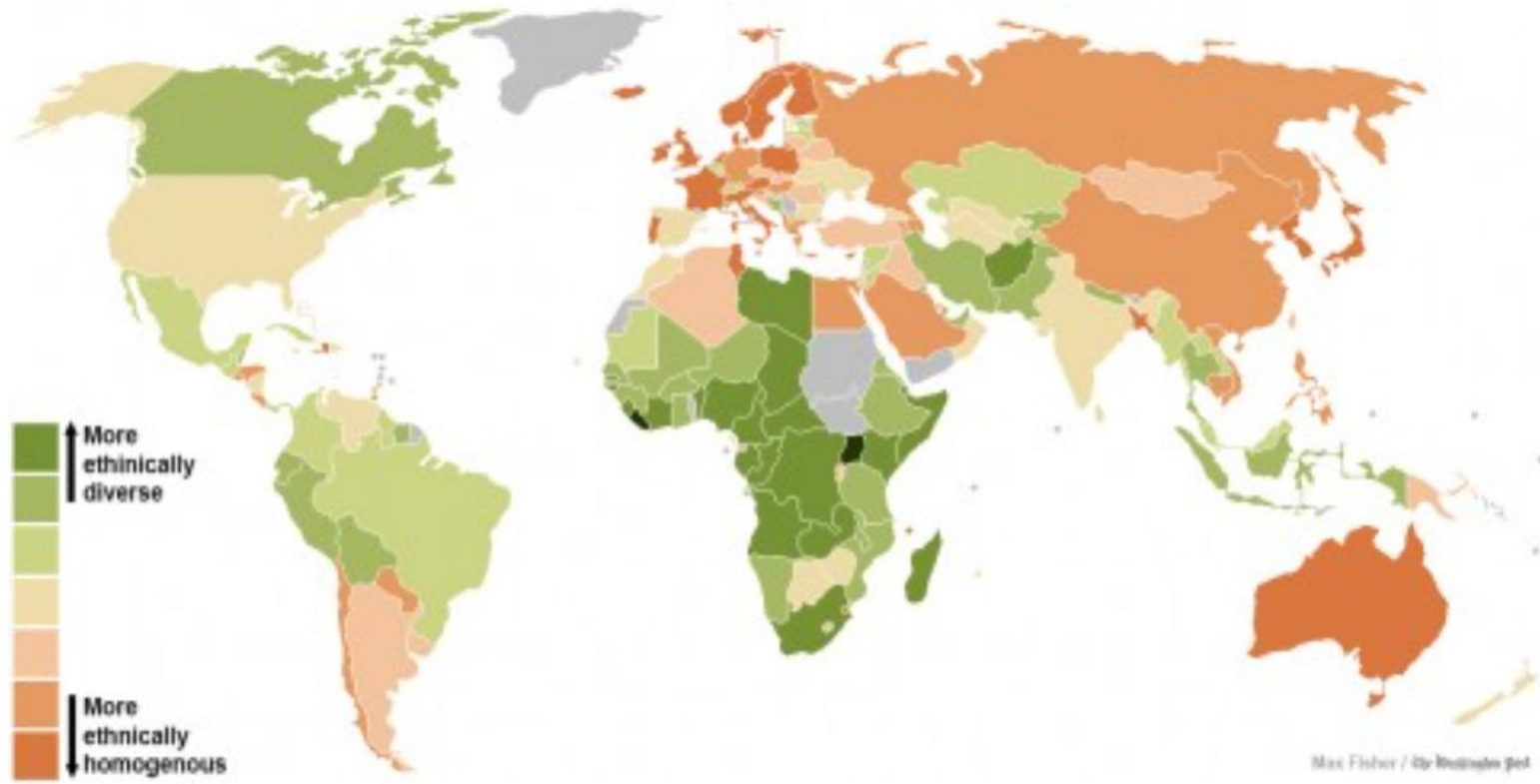


<p style="text-align: center;"><b>Sahara</b></p> <p>Facts/Physical Characteristics:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Work/trade:</p> <p>Live:</p>	<p style="text-align: center;"><b>Sahel</b></p> <p>Facts/Physical Characteristics:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Work/trade:</p> <p>Live:</p>
<p style="text-align: center;"><b>Savanna</b></p> <p>Facts/Physical Characteristics:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Work/trade:</p> <p>Live:</p>	<p style="text-align: center;"><b>Rainforest</b></p> <p>Facts/Physical Characteristics:</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul> <p>Work/trade:</p> <p>Live:</p>



<b>Access to Education for Girls</b>	
<p>Description</p> <ol style="list-style-type: none"> <li>1. Watch and listen to this panel discussion about access to education for girls. (Approx. 5 mins) <a href="https://www.youtube.com/watch?v=b44e0kBZSS4&amp;feature=youtu.be">https://www.youtube.com/watch?v=b44e0kBZSS4&amp;feature=youtu.be</a>.</li> <li>2. While watching, ask students to identify several factors that influence access to education for girls.</li> <li>3. WRITE: What was the purpose of this discussion? Cite evidence that reveals one of the panel participant’s point of view.</li> <li>4. DISCUSS: What larger consequences might result from limited access to education?</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b> <ol style="list-style-type: none"> <li>a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b> 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. L6-8RHSS6: 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><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>3. identify issues and/or problems and alternative solutions</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> </ol> <p><b>Enduring Understanding:</b> Culture</p>

<b>Diversity in Africa</b>	
<p><b>Description</b></p> <ol style="list-style-type: none"> <li>1. Take a look at the following graph. (see directly following this activity description)</li> <li>2. Read the excerpt from the article “World View: A revealing Map of the World Most and Least Ethnically Diverse Cultures.” <a href="https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/?utm_term=.eb1dd1f98f96">https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/?utm_term=.eb1dd1f98f96</a></li> <li>3. Watch the following video <a href="https://youtu.be/t9VJqSetpXY">https://youtu.be/t9VJqSetpXY</a> (start-6:30) “Africa: 12 Fun Facts about African Continent and Countries”</li> <li>4. <b>WRITE:</b> What conclusions can you make from the following? (Cite evidence from the map to support your conclusions.)</li> <li>5. <b>WRITE:</b> What are the benefits of many groups and languages? What could be the challenges of having many groups and languages?</li> </ol>	
<p><b>GSE Standards and Elements</b></p>	<ul style="list-style-type: none"> <li>• <b>SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.</b> <ol style="list-style-type: none"> <li>a. Explain the differences between an ethnic group and a religious group.</li> <li>b. Describe the diversity of religions within African ethnic groups.</li> </ol> </li> </ul>
<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standard:</b> L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>7. interpret timelines</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>10. analyze artifacts</li> </ol> <p><b>Enduring Understandings:</b> Culture; Location</p>



Click to enlarge. Data source: Harvard Institute for Economic Research.

[https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/?utm\\_term=.eb1dd1f98f96](https://www.washingtonpost.com/news/worldviews/wp/2013/05/16/a-revealing-map-of-the-worlds-most-and-least-ethnically-diverse-countries/?utm_term=.eb1dd1f98f96)

## Culminating Unit Performance Task

### Travel Guide-Africa

**Description**

1. Using the Publisher template (or another template of your choice), students are to create a newspaper highlighting several aspects of Africa. They are to imagine that they are a traveler, as with travel anywhere, and need to be informed about various aspects of a nation.
2. Students may choose any of the following countries to serve as the primary focus of your newspaper: Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, or Sudan.
3. The newspaper should include several of the following sections:
  - Headline News → Government → Political Cartoon → Help Wanted → Travel/Culture → Home Buyers Guide → Weather and Climate (map) → Animal & Wildlife
4. In each section the student will highlight some aspect of culture, governance, or location. (\*Students should additionally indicate how that aspect influences the environment or the people who live there. For instance, in the Weather and Climate Section, the student will note climate and weather trends as they relate to agriculture, deforestation, or desertification).
5. There should be several pictures or illustrations to enhance what is discussed.
6. Students may complete this task alone, in pairs, or in groups.

**GSE Standards and Elements**

- **SS7G1 Locate selected features of Africa.**
  - a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, and tropical rain forest, 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.
- **SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.**
  - a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live
- **SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.**

	<ul style="list-style-type: none"> <li>• a. Explain the differences between an ethnic group and a religious group.</li> <li>• b. Describe the diversity of religions within African ethnic groups.</li> <li>• <b>SS7CG1 Compare and contrast different forms of citizen participation in government.</b> <ul style="list-style-type: none"> <li>a. Explain the role of citizen participation in autocratic and democratic governments.</li> <li>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</li> <li>c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).</li> </ul> </li> <li>• <b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b> <ul style="list-style-type: none"> <li>a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa</li> </ul> </li> </ul>
<p><b>Literacy Standards</b>  <b>Social Studies Matrices</b>  <b>Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  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><b>Information Processing Skills:</b>  6. identify and use primary and secondary sources  15. determine adequacy and/or relevancy of information  16. check for consistency of information  17. interpret political cartoons</p> <p><b>Map and Globe Skill:</b>  7. use a map to explain impact of geography on historical and current events</p> <p><b>Enduring Understandings:</b>  Location; Governance; Culture</p>