

Diocese of Allentown UbD UNIT PLAN & LESSON PLANS

(Adapted from Wiggins & McTighe, *Advanced Concepts in Creating and Reviewing Units: Forms & Facts*, (2012).)

TEACHER:	CLASS/SUBJECT:	DATE:
	Grade 7 Continent of Africa	

This unit addresses the entire continent of Africa. For students to gain insight into the plight of refugees, civil war, and the struggle many Africans have to get water, it is recommended that ***A Long Walk to Water*** by Linda Sue Park be included in the unit. It can be a read-aloud or be the middle level trade book selection within a concurrent literature unit. (From Amazon.com: *The New York Times* bestseller *A Long Walk to Water* begins as two stories, told in alternating sections, about two eleven-year-olds in Sudan, a girl in 2008 and a boy in 1985. The girl, Nya, is fetching water from a pond that is two hours' walk from her home. ... The boy, Salva, becomes one of the "lost boys" of Sudan, refugees who cover the African continent on foot as they search for their families and for a safe place to stay. The stories come together in a moving way.)

STAGE 1- DESIRED RESULTS

Understanding Goal:

Posed as an essential question: Is Africa a continent of hope and progress or of devastating challenges dividing peoples and preventing progress?

Statement: Africa, the second-largest continent, is physically diverse and despite tremendous natural resources much of this *Third World* continent is poor.

Standards:

PA 7.1.7.A Explain how common geographic tools are used to organize and interpret information about people, places, and environment.

PA 7.1.7.B Explain and locate places and regions as defined by physical and human features.

PA 7.2.7.A Explain the characteristics of places and regions.

PA 7.2.7.B Describe the physical processes that shape patterns on earth's surface.

PA 7.3.7.A Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

PA 7.4.7.A Describe and explain the effects of physical systems on people within regions.

PA 7.4.7.B Describe and explain the effects of people on the physical systems within regions.

TRANSFER:

By the conclusion of the unit the student will independently use his learning to: explain how the current crisis (Displacement, Disease, Food Security or Sustainable Energy) is a result of both physical and human characteristics of Africa.

MEANING

The student will understand that

- Places are locations that have distinct features giving them meaning and character which differ from other locations.
- Conflict over trade, human migration, and settlement, ideologies and religions, and exploitation of marine and land environments reflect how the Earth's surface is divided up and controlled by different political, economic and cultural groups. Often because of clashes over race as well as ethnic and religious issues many African countries have had a difficult time transitioning to stable independence from colonialism.
- Growth, spatial distribution, and migration of people are driving forces behind human events and physical events.
- Resources are unevenly distributed and no country has all of the resources it needs to survive and grow independently.

Essential Questions (Overarching/Topical) that drive the UNIT:

1. What role has geography played in the development of African societies?
2. What impact has Africa's many cultures had on the relationships between tribes and nations within the continent?
3. What effect does the movement of people within a region have on that region?
4. What role have foreign governments played in African history?
5. How has ownership of a country's natural resources impacted the quality of life for each African?
6. How do African governments compare with the democratic freedoms enjoyed by American citizens?

ACQUISITION of KNOWLEDGE

What facts and basic concepts should the student know and be able to recall/use?

Continent of Africa:

- The Regions: North, West, East, Central, South
 - Geography
 - History
 - Government
 - Economy

In each region, look at:

Geography: physical features, climate, regions of Africa, major bodies of water, natural resources

History: cultures; settlement; political borders; colonialism, kingdoms, slave trade; migration

Government: nationalism, independence, Pan-African Movement, political activities

Economy: subsistence farming, cash crops, mining, need for more diverse economy; foreign ownership/profits; ecotourism.

Unit Terms: plateau, savanna, rift, cataract, escarpment, silt, tributary, coastal plains, transportation barriers; apartheid, migration, emigration, immigration, refugee; deforestation, irrigation; World Health Organization, Ebola.

Key places: Sahara, Great Rift Valley, Nile River, Congo River, Niger River, Zambezi River.

Using *A Long Walk to Water* take a closer look at Sub-Saharan Africa and its challenges :

- Its physical features and four main climate regions of Africa south of the Sahara.
- History and governments; discord, civil wars.
- Cultures and tribal relationships
- Daily life and economy
- Natural resources and ownership of same

ACQUISITION OF SKILLS

What discrete skills and processes should the students learn and be able to use?

Geography Skills:

Locate and describe physical features on a map; analyze migration history using maps.

Read, analyze, and interpret graphic representations of statistics (*population, economy, etc.*)

Complete chart comparing/contrasting regions of Africa.

Read primary sources around a specific individual and events and competently explain the issue from the individual's perspective in multi-paragraph form.

Write responses in paragraph form (multi-paragraph), citing evidence from the text (any resource).

Analyze historical circumstances and determine whether the actions and decisions made were ethical judgments.

Compare and contrast national versus corporation interests in natural resources.

Participate in cooperative team structures and products; apply group processing skills.

*(Another **interdisciplinary connection** can be made through the arts. If arts teachers cannot coordinate content with this unit, allow for some investigation by teams, exploring both musical and visual arts.*

Resource:

<http://www.learner.org/resources/series105.html>

Investigate how African masks are constructed and their role in observe artwork from Africa.)

How can Religion be incorporated into this unit?

Catholic Social Teaching analyzes economic, political and societal influences and calls us to build a society that most resembles God’s kingdom on earth. Catholic Social Teaching analyzes economic, political and societal influences and calls us to build a society that most resembles God’s kingdom on earth. It is about building a just society and living lives of holiness amidst the challenges of modern society.

There are **Seven Principles of Social Teaching**:

- Dignity of the Human Person
- Call to Family, Community and Participation
- Rights and Responsibilities
- Preferential Option for and with People who are Poor
- Dignity of Work and the Rights of Workers
- Solidarity
- Care for God’s Creation

Maryknoll Mission website can help develop our sense of mission and charity
 Link to their African mission articles: <http://maryknollogc.org/special/term/1>

STAGE 2 – ASSESSMENT

Identify all formative, performance, and summative assessments:	CRITERIA			
<p>What evidence will be collected to demonstrate student acquisition of knowledge and skills? What evidence will be collected to demonstrate that the student understands key concepts/Big Ideas in the Unit?</p> <p>This is a sampling of possible formative and summative assessments as well as a culminating assessment task.</p> <p>Quiz #1: Objective questions re: physical features, climates, and terms; identification of regions and key places.</p> <p>Test on each region looking at geography, history, government, and economy. Objective part checks factual knowledge and application. Essays require written responses to higher order questions.</p> <p>Team Investigations into topics such as history colonialism and Slave Trade, arts, cultures within regions, civil war in Sudan, genocide in Darfur, health and disease (role of the UN <i>W.H.O.</i> and the US).</p> <p>Academic Prompt: What physical characteristics and human actions have had the most devastating effect on the lives of sub-Saharan tribes and their resources?</p> <p>Also, exit tickets posing essential questions can be used as formative assessments.</p>	<p>80%</p> <p>80% on each</p> <p>Holistic Rubric $\frac{3}{4}$ for Team Product Holistic Rubric $\frac{3}{4}$ - Individual follow-up essay</p> <p>Analytic Rubric 12/16 Content Accuracy (4). Use of Evidence to support statements (4) Organization (4) Mechanics (Grammar, Spelling, Punctuation)(4).</p> <p>Checklist</p> <table border="1" data-bbox="1073 1661 1500 1772"> <tr> <td data-bbox="1073 1661 1276 1772">No Evidence of understanding</td> <td data-bbox="1276 1661 1395 1772">Partial</td> <td data-bbox="1395 1661 1500 1772">Got It</td> </tr> </table>	No Evidence of understanding	Partial	Got It
No Evidence of understanding	Partial	Got It		

<p>What culminating assessment will demonstrate that the student has met the unit goal and can transfer that understanding to new situations?</p> <p>GRASPS As Christians we are called to respond to economic, political and societal ills that impede building God’s kingdom on earth. You are asked to inform our school community (ROLE, AUDIENCE) about the current problem in Africa. You are asked to present a compelling explanation of the problem (GOAL, PRODUCT) so that our school can learn about where we may want our mission funds to go (SITUATION). Your written persuasive essay must thoroughly explain the problem, its history in Africa, and the effect on people as well as why Catholic Social Teaching compels you to respond, according the Standards established in the Analytic Rubric.</p>	<p>Select one of the issues from the unit: <i>Displacement, Disease, Food Security or Sustainable Energy</i> that presents itself as a current problem in the news.</p>
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STAGE 3 – LEARNING EXPERIENCES

Day/Code	Learning Experiences, noting <i>WHERE TO</i> (means of engagement, materials, and procedures):	Differentiation for each learning experience:
DAY 1		
DAY 2		
DAY 3		
DAY 4		
DAY 5		