

**Social Studies Curriculum
Union 61/Tantasqua Schools
Grade 7**

Theme: World Regions...Africa

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts:</i></p> <p><i>Students should be able to:</i></p> <p>Use map and globe skills learned in pre kindergarten to grade six to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)</p> <p>Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.</i> (G)</p> <p>Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)</p> <p>Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p> <p>Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)</p>	<p style="text-align: center;">STUDENT LEARNING OUTCOMES*</p> <p>A student will be able to:</p> <p>A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)</p> <p>A.2 Use a map key to locate countries and major cities in Africa. (G, E)</p> <p>A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)</p> <p style="margin-left: 20px;">A. absolute and relative locations B. climate C. major physical characteristics D. major natural resources E. population size</p> <p>A.4 Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)</p> <p>A.5 Identify when modern African countries became independent nations. (H, G)</p> <p>A.6 Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity. (H)</p> <p>A.7 Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries. (H, E)</p> <p>A.8 Describe the different ways in which Islam and Christianity influenced indigenous African cultures. (H)</p> <p>A.9 Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East. (H, E)</p>	<p>ASSESSMENT STRATEGIES/ACTIVITIES</p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create one of the following related to target region:</p> <p style="margin-left: 40px;"><i>physical, political, resource and economic activity, climate or population map.</i></p> <p>Develop a Country/Regional Profile/journal</p> <p>SUGGESTED TEACHING STRATEGIES & LEARNING ACTIVITIES</p> <p>Map & Atlas & Almanac Analysis Problem Solving Initiatives Group Activities Research Project Timelines Analyze Primary & Secondary documents Open-response questions Oral Presentations Interdisciplinary Activities Simulations Locate information using indexes, table of contents, computerized directories</p> <p>RELATED WEBSITES AND SOFTWARE:</p> <p><i>CountryReports.com</i> <i>NationalGeographic.com</i></p> <p>Marco Polo resources; www.marcopolo-education.org</p> <ul style="list-style-type: none"> • <i>Cultural Symbols and the Characteristics of Place</i> • <i>Where in the World would you like to live?</i> • <i>International Food Court</i> • <i>Xpedition Hall</i> • <i>Earth from Space</i> • <i>Fast Food Around the World</i> • <i>Culture Shock</i> • <i>Comparative Economic Systems</i> • <i>Explore It!</i>
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* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32

DISCIPLINES:

H= History

G= Geography

E= Economics

C= Civics and government

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<i>Students will demonstrate an understanding of the following vocabulary/concepts:</i>	STUDENT LEARNING OUTCOMES*	ASSESSMENT STRATEGIES/ACTIVITIES
<p>Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)</p> <p>Use the following demographic terms correctly: <i>ethnic group, religious group, and linguistic group.</i> (G)</p> <p>Define what a nation is and give examples of the different ways nations are formed. (C)</p> <p>Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)</p> <p>Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)</p> <p>Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)</p>	<p><i>A student will be able to:</i></p> <p>A.10 Describe the expansion of Islam into India from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus. (H, E)</p> <p>A.11 Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution. (H, E)</p> <p style="text-align: center;">Optional Outcomes for Study of Africa</p> <p>Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)</p> <p>Describe the political and social status of women in selected countries in Africa. (G, H, E)</p> <p>Describe major ethnic and religious groups in various countries in Africa. (G, H, E)</p> <p>Explain how drought and desertification affect parts of Africa. (G, E)</p> <p>Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)</p> <p>Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)</p> <p>Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)</p>	<p><i>Students will demonstrate their knowledge/skill by:</i></p> <p>Create one of the following related to target region:</p> <p style="text-align: center;"><i>physical, political, resource and economic activity, climate or population map.</i></p> <p>Develop a Country/Regional Profile/journal</p> <p style="text-align: center;">SUGGESTED INSTRUCTIONAL MATERIALS & RESOURCES</p> <p><u><i>Africa</i></u> <i>Prentice Hall World Explorer Series</i></p> <p><u><i>Human Heritage: A World History</i></u></p> <p><i>Map and Globe Handbook</i></p> <p><u><i>World Geography</i></u> Silver, Burdett, Ginn</p> <p>Primary Sources</p> <p>Speakers and guests from various regions of Africa</p>

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