

2012

## The New Africa

Angela Groene  
*North Scott School District*

*Let us know how access to this document benefits you*

Copyright ©[2012?] Angela Groene



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Follow this and additional works at: <https://scholarworks.uni.edu/oermaterials>



Part of the [Geography Commons](#)

---

### Recommended Citation

Groene, Angela, "The New Africa" (2012). *Open Educational Resources*. 226.

<https://scholarworks.uni.edu/oermaterials/226>

This Lesson Plans is brought to you for free and open access by the Open Educational Resources at UNI ScholarWorks. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of UNI ScholarWorks. For more information, please contact [scholarworks@uni.edu](mailto:scholarworks@uni.edu).

**Offensive Materials Statement:** Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

# The New Africa

Created by: Angela Groene  
North Scott School District

Grade Level (Req.): 6-8	Content Area (Req.): Geography, History, Economics	Unit (Opt.):
<b>Connections to Other Disciplines (Opt.):</b> <ul style="list-style-type: none"> <li>Math – percentages/growth predictions</li> <li>Science - natural resources</li> <li>Language Arts – reading standards</li> </ul>		
Time Frame (Req.): 2-3 days	<b>Goal (Req.):</b> To understand how Africa, after years of genocide, oppression, and poverty is emerging as a global competitor in the world market.	
	<b>Objective (Req.):</b> Students will be aware of the history, unique geographic features and economic growth of the continent of Africa by examining one specific country and creating a booklet.	
<b>Materials Needed (Req.):</b> <ul style="list-style-type: none"> <li>Article( from The New York Times Upfront Magazine) entitled: The Africa You Haven’t Heard About</li> <li>Maps of Africa – National Geographic online, etc.</li> <li>Internet search on the history of Africa</li> <li>Internet search on the world’s new relations with Africa (ex: Power Africa)</li> <li>Paper, writing utensils (or Power Point)</li> <li>Textbooks</li> </ul>	<b>New Vocabulary (Opt.):</b> <ul style="list-style-type: none"> <li>Economy</li> <li>Entrepreneurs</li> <li>International investment</li> <li>Imperialism</li> <li>Power Africa</li> </ul>	
<b>Anticipatory Set/Introduction [Inquiry Question is required] (Req.):</b> What picture do you see in your mind when I say “Africa”? (List responses)		
<b>Instructional Sequence/Procedure (Req.):</b> <ol style="list-style-type: none"> <li>1. Students will begin by recognizing “our” pre-conceived notions of Africa by listing these on paper (for comparison at the end of the lesson)</li> <li>2. Hand out the article entitled The Africa You Haven’t Heard About – read and discuss. Discuss the 2013 Power Africa initiative.</li> <li>3. Using textbooks and the internet, research the general history of imperialism, poverty, genocide and oppression in Africa as an overview.</li> <li>4. Using textbooks, maps and the internet locate Africa’s natural resources that are valuable in the past and present global market.</li> <li>5. Place students in groups and instruct them to pick one country in Africa that is emerging on the economic market and research its history, natural resources, location, and economic growth.</li> <li>6. Create booklets using either paper or Power Point listing 4 detailed facts with illustrations or graphics: 1. country’s history, 2. geographic features, 3. natural resources, 4. growth in the global market. Present to class</li> </ol>		

- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): Class discussion

Assessment (Req.): African booklets

Iowa Core Curriculum Standards Used (Req.):

- Geography 3., grade 6-8: Understand how human factors and the distribution of resources affect the development of society and the movement of population
- Economics 2., grade 6-8 : Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.
- History 5., grade 6-8: Understand the effect of economic needs and wants on individual and group decisions.
- 
- 
- 
- 
- 
- 
- 

Common Core Curriculum Standards Used (Opt.):

- Reading Standards for Literacy in History/Social Studies 6-12 ; RH 6-8.4.
- 
- 
- 
- 

NGS Standards Used (Req.):

- 9. The characteristics, distribution, and migration of human populations on Earth’s surface
- 18. How to apply geography to interpret the present and plan for the future
- 6. How culture and experience influence people’s perceptions of places and regions
- 
- 
- 
- 
- 
- 
-

<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"><li>• Place</li><li>• Human/Environmental Interaction</li><li>• Location</li><li>•</li><li>•</li></ul>	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p>21<sup>st</sup> Century Universal Constructs (Opt.):</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	