

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> Africa	<b>Course Number:</b> A 3513
<b>Department:</b> Social Studies	<b>Grade(s):</b> 11-12
<b>Level(s):</b> Academic	<b>Credit:</b> 1/2
<b>Course Description</b> It is the goal of this course to dispel many of the myths that are associated with the African continent. As a result, students will explore African culture by studying African values and traditions through folktales, arts and literature, and proverbs. Students will also examine major historical events such as the slave trade, European colonialism, and Apartheid. This course will address significant problems facing modern African nations including human rights abuses, environmental issues, and the African AIDS crisis, as well as other diseases. Finally, students will examine the struggle to build democratic nations and Africa's future on the world stage.	
<b>Required Instructional Materials</b> <ul style="list-style-type: none"> <li>• <i>Through African Eyes</i>, vol. 1&amp;2; Leon Clark, Center for International Training &amp; Education; 1991, 2000</li> <li>• Maps</li> </ul>	<b>Completion/Revision Date</b> Approved by Curriculum Council on May 25, 2004  Adopted by the Board of Education on June 14, 2004

**Mission Statement of the Curriculum Management Team**

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

**Enduring Understandings for the Course**

- The diversity of Africa's geography has created significant regional and cultural differences on the continent.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills
- The study of African culture reveals the ideals, beliefs, values, and institutions of its people.
- The causes and consequences of major turning points in African history can be measured in terms of its people, societies, and economies.
- Knowledge of the past helps one understand the present and make decisions about the future.

<ul style="list-style-type: none"> <li>• People respond to and resolve conflicts by choosing among responses that have immediate and long term outcomes.</li> </ul>
<ul style="list-style-type: none"> <li>• People are affected by environmental, economic, social, cultural, and civic concerns.</li> </ul>
<ul style="list-style-type: none"> <li>• Previous African events have shaped contemporary African society.</li> </ul>
<ul style="list-style-type: none"> <li>• The problems of colonialism have been replaced by more current political, economic, environmental, and social dilemmas faced by developing African nations.</li> </ul>
<ul style="list-style-type: none"> <li>• Analytical questioning creates a purpose for research.</li> </ul>
<ul style="list-style-type: none"> <li>• The research process requires the use of a variety of resources to ensure validity.</li> </ul>
<ul style="list-style-type: none"> <li>• Interpreting and analyzing research results will answer a variety of questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Organization is critical to the acquisition, application, and evaluation of information.</li> </ul>
<ul style="list-style-type: none"> <li>• Critical examination and evaluation of data is essential to making informed decisions.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognizing a diversity of viewpoints benefits all.</li> </ul>
<ul style="list-style-type: none"> <li>• Language reflects historical changes and cultural differences.</li> </ul>
<ul style="list-style-type: none"> <li>• Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.</li> </ul>
<ul style="list-style-type: none"> <li>• Writing is a tool used for thinking &amp; learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Technology is a tool that can be used for collecting, organizing and presenting information.</li> </ul>

**LEARNING STRAND**

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

**ENDURING UNDERSTANDING(S)**

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.
- Organization is critical to the acquisition, application, and evaluation of information.
- Critical examination and evaluation of data is essential to making informed decisions.
- Recognizing a diversity of viewpoints benefits all.
- Language reflects historical changes and cultural differences.
- Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
- Writing is a tool used for thinking & learning.
- Technology is a tool that can be used for collecting, organizing and presenting information.

**ESSENTIAL QUESTION(S)**

- Why do I research?
- What are the benefits of using multiple media to locate information?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- What is the purpose of using both primary and secondary sources?
- How does organizing the results of my research help me to use it?
- How does the consideration of different viewpoints influence how I think & act?
- How does time and place in history influence language?
- What am I trying to achieve through my writing?
- How is your style of writing influenced by your purpose?
- What are the benefits and limitations of using technology?

**LEARNING OBJECTIVES** *The student will:*

- 1.1 Generate research questions to be investigated.
- 1.2 Select information from a variety of sources.
- 1.3 Evaluate the validity of information, testing its credibility and identifying bias.
- 1.4 Interpret information from primary and secondary source documents.
- 1.5 Debate divergent points of view.
- 1.6 Compose a variety of text forms for different audiences using standard forms of English grammar and mechanics.
- 1.7 Analyze the various political, economic, social, and cultural interests that affect the development of human interaction.
- 1.8 Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues.
- 1.9 Justify personal beliefs, feelings and convictions.

**INSTRUCTIONAL SUPPORT MATERIALS**

- See other learning strands

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Reflective journal writing
- Web-based research and/or WebQuests
- Debate
- Speakers
- Role plays and/or simulations
- Current events
- Political cartoon analysis
- Projects
- Directed reading

**SUGGESTED ASSESSMENT METHODS**

- Student presentations
- Projects
- Writing pieces/journals
- Debates

<p>1.10 Recognize the personal responsibilities of citizens for responsible social change.</p> <p>1.11 Assess the need for social and political reform.</p> <p>1.12 Defend a position on a controversial topic.</p>	<ul style="list-style-type: none"><li>• Critiques</li><li>• Simulations</li><li>• Portfolios</li><li>• Authentic assessments</li></ul>
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## **LEARNING STRAND**

### 2.0 Physical Geography of Africa

#### **ENDURING UNDERSTANDING(S)**

- The diversity of Africa's geography has created significant regional and cultural differences on the continent.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.

#### **ESSENTIAL QUESTION(S)**

- To what extent does African geography contribute to significant regional and cultural differences?
- How does geography influence lifestyle and point of view?

#### **LEARNING OBJECTIVES** *The student will:*

- 2.1 Explore the natural, cultural, and political characteristics of different regions in Africa.
- 2.2 Identify why places and regions are important to human and cultural identity.
- 2.3 Analyze the impact of economic choices on the allocation of scarce resources.
- 2.4 Determine how geography affects culture
- 2.5 Examine and interpret maps, charts, and graphs.
- 2.6 Organize ideas and information logically and effectively through writing.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Gathering From Life*, NERC; 2000 booklet
- *How Big is Africa?*, Deborah Smith Johnston; curriculum guide
- *Symbolic Imaging*, Marti Owens; DVD
- Newspapers
- *History Alive! Modern Africa*
- *Another Look at the Sahara: What Do We Know About Africa?*, curriculum guide
- *Africa*, episodes 1-8, National Geographic; DVD
- [www.africatoday.com](http://www.africatoday.com)
- [www.icons.umd.edu/pls/reslib/reslib](http://www.icons.umd.edu/pls/reslib/reslib), ICONS Country Research Library
- [www.techtrekers.com](http://www.techtrekers.com)
- [www.pbs.org/teachersource/](http://www.pbs.org/teachersource/)
- Maps
- [www.lonelyplanet.com](http://www.lonelyplanet.com)
- <http://www.yale.edu/ycias/african>
- [www.who.int](http://www.who.int)

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Slideshow and/or pictures: Do students have an accurate perception of Africa?
- Reflective journal writing
- Maps and atlases: locate and label various physical features on a map of Africa.

#### **SUGGESTED ASSESSMENT METHODS**

- Map assessments
- Journals
- Oral presentations
- Freehand maps
- Multimedia presentations

**LEARNING STRAND**

3.0 African Culture

**ENDURING UNDERSTANDING(S)**

- The study of African culture reveals the ideals, beliefs, values, and institutions of its people.
- People are increasingly affected by environmental, economic, social, cultural, and civic concerns.

**ESSENTIAL QUESTION(S)**

- What does it mean to be civilized?
- What are the significant symbols and icons of civilizations/cultures?
- Do the arts reflect or shape culture?
- Why should we study other cultures?

**LEARNING OBJECTIVES** *The student will:*

- 3.1 Interpret African values based on examination of cultural artifacts such as proverbs, folktales, and art.
- 3.2 Compare how African values are similar to and different from western values.
- 3.3 Examine in what ways African traditions can be found in American culture.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Things Fall Apart*, Chinua Achebe
- *Nervous Conditions*, Tsitsi Dangarembga
- *Gathering From Life*, NERC; 2000 booklet
- *History Alive! Modern Africa*
- *Africa*, episodes 1-8, National Geographic; DVD
- [www.africatoday.com](http://www.africatoday.com)
- [www.lonelyplanet.com](http://www.lonelyplanet.com)
- <http://www.yale.edu/ycias/african>
- [www.icons.umd.edu/pls/reslib/reslib](http://www.icons.umd.edu/pls/reslib/reslib), ICONS Country Research Library

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- African art slides: compare to western style art forms
- Reflective journal writing after viewing the *Africa*, National Geographic DVD
- Speakers
- Web-based research
- Research African traditions in American music
- Explore African Influences in American culture
- Folktales and/or proverbs

**SUGGESTED ASSESSMENT METHODS**

- Student created folktale and/or proverb
- Journal writing
- Student presentations
- Reading & analysis: *Things Fall Apart* or similar reading
- *"The Trouble with Tribe"* Stop Words, Merry Merryfield
- Scenarios
- Self-evaluation

<b><u>LEARNING STRAND</u></b>	
4.0 African History	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>The causes and consequences of major turning points in African history can be measured in terms of its people, societies, and economies.</li> <li>Knowledge of the past helps one understand the present and make decisions about the future.</li> <li>People resolve conflicts by choosing among responses that have immediate and long term outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>What happens when cultures collide?</li> <li>What should we do when primary and secondary sources disagree?</li> <li>How can knowledge of the past help me understand the present and affect the future?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<p>4.1 Utilize primary and secondary source documents.</p> <p>4.2 Analyze multiple perspectives.</p> <p>4.3 Evaluate causes and effects of events.</p> <p>4.4 Explore political, economic, and social consequences that came about as the resolution of a conflict.</p> <p>4.5 Evaluate significant periods from Africa's history:</p> <ul style="list-style-type: none"> <li>Early trade</li> <li>Kingdoms</li> <li>Slave trade</li> <li>Colonization</li> <li>Civil wars</li> <li>Independence</li> </ul>	<ul style="list-style-type: none"> <li><i>Kaffir Boy</i>, Mark Mathabane</li> <li><i>New York Times</i>, "Upfront" readings</li> <li><i>History Alive! Modern Africa</i></li> <li><i>Conquest, Conflict, and Commerce: Colonialism in the Congo: Choices for the 21<sup>st</sup> Century</i> (unit of study)</li> <li><i>Africa: Global Perspectives Through Editorial Cartoons</i>, Mindsparks</li> <li><i>Africa</i>, episodes 1-8, National Geographic; DVD</li> <li><a href="http://www.yale.edu/ycias/african">http://www.yale.edu/ycias/african</a></li> <li>WebQuest: <i>Imperialism in Africa</i>: <a href="http://users.erols.com/sespec/webquests/imprialismafrica/ImperialismInAfrica.htm">http://users.erols.com/sespec/webquests/imprialismafrica/ImperialismInAfrica.htm</a></li> </ul> <p><b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b></p> <ul style="list-style-type: none"> <li>Role-plays: <i>Conquest, Conflict, and Commerce: Colonialism in the Congo</i></li> <li>Slides: Understanding the System of Apartheid</li> <li>Writing songs of resistance for Apartheid</li> <li>Political cartoon analysis</li> <li>Newspaper: create a news article on a particular event in African history from a different perspective</li> </ul> <p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"> <li>Journals/newspapers</li> <li>Oral presentations/role plays</li> <li>Songs of resistance composition</li> <li>Cartoon analysis</li> </ul>

## **LEARNING STRAND**

### 5.0 Contemporary Africa

#### **ENDURING UNDERSTANDING(S)**

- Previous African events have shaped contemporary African society.
- The problems of colonialism have been replaced by more current political, economic, environmental, and social dilemmas faced by developing African nations.
- People resolve conflicts by choosing among responses that have immediate and long term outcomes.
- Knowledge of the past helps one understand the present and make decisions about the future.
- People are increasingly affected by environmental, economic, social, cultural, and civic concerns.

#### **ESSENTIAL QUESTION(S)**

- How are governments created, structured, maintained, and changed?
- What happens in the absence of government?
- Are Africa's health and environmental problems a threat to other parts of the world?
- Do viable solutions to any of Africa's problems exist?

#### **LEARNING OBJECTIVES** *The student will:*

- 5.1 Identify problems faced by contemporary African societies.
- 5.2 Formulate possible solutions to contemporary African problems.
- 5.3 Describe relationships between historical subject matter and other subjects of study, as well as current issues and personal concerns.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Gathering From Life*, NERC; 2000
- *History Alive! Modern Africa*
- *Africa: In Defiance of Democracy* (VHS)
- *Africa*, episodes 1-8, National Geographic; DVD
- *Nervous Conditions*, Tsitsi Dangarembga
- [www.lonelyplanet.com](http://www.lonelyplanet.com)
- <http://www.yale.edu/ycias/african>
- [www.who.int](http://www.who.int)

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Debate AIDS drugs
- Reflective journal writing after viewing the *Africa*, National Geographic DVD
- Web-based research on current African issues
- Student-created public service pamphlets - Identify a problem and offer possible solutions

#### **SUGGESTED ASSESSMENT METHODS**

- Debate
- Web-based research
- Student created public service pamphlets
- Student presentations
- Writing pieces