

Africa Interdisciplinary Unit
Comparing a Disease in Two Countries
Seventh Grade
February 22- March 26, 2012

Objective: After researching _____ (disease) and its effects on people in the African countries of _____ and _____, students will create a website that compares the control of the disease in the two countries and argues which country has done a better job at managing the disease.

Students will need to research and identify information that is relevant and credible, and then synthesize information into a working project. This process will provide the opportunity to integrated specific knowledge from their core subjects (language arts, science, math and social studies) for support and/or details for comparison.

Each student will choose a specific disease **FIRST** and then choose two countries where this disease has negatively affected the population. He or she will research the scientific, economic, environmental, geographical and cultural issues within the two countries, compare the effects of the disease in two different geographical locations, and argue which country has done better in managing the disease.

Comparison Format (1 Website with 4 links)

1. Language Arts – Homepage (2 paragraphs)

Introduction in which you state your purpose

- Hook
- State Purpose - thesis which states your position on which country has done a better job of managing the disease (for example: argue how Ethiopia has managed malaria better than Zimbabwe)
- Summarize the main economical, geographical and cultural differences between the 2 countries
- At least 1 citation within text
- Must include a graphic image that is relevant to website

2. Science - Disease – Link #1 (2 paragraphs)

- Define disease
- What causes it?
- How are the body systems affected?
- How does it spread?
- Any treatments?
- Any interesting facts?
- Must include a diagram, picture, graph, etc. for support
- At least 6 citations within text

**Remember to use writing strategies to support/elaborate your information*

3. Country #1 – Link #2 (4 paragraphs)

Math - Economy (1 paragraph)

- Does this country spend money to research a cure to control, or to prevent the disease? If so, how much and how has it affected the disease?
- Have they spent enough? Too much? Why is this important?

- What is the GDP and per capita income, and how do they affect this country's ability to cure, control, or prevent the disease?
- Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)
- At least 1 citation within text

Social Studies - Cultural (2 paragraphs total)

- Describe the people and their culture
- How do their customs, religion, and traditions help the disease? Hinder the disease?
- Is the government effective in helping to cure, control, or prevent this disease? How? Why?
- At least 1 citation within text

Social Studies – Geography (1 paragraph)

- Describe the physical geography of this country
- How does the geography help and/or hinder this disease?
- Must include a map of the area plagued by disease
- At least 1 citation within text

4. Country #2 – Link #3 (4 paragraphs)

Math - Economy (1 paragraph)

- Does this country spend money to research a cure to control, or to prevent the disease? If so, how much and how has it affected the disease?
- Have they spent enough? Too much? Why is this important?
- What is the GDP and per capita income, and how do they affect this country's ability to cure, control, or prevent the disease?
- Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)
- At least 1 citation within text

Social Studies - Cultural (2 paragraphs total)

- Describe the people and their culture
- How do their customs, religion, and traditions help the disease? Hinder the disease?
- Is the government effective in helping to cure, control, or prevent this disease? How? Why?
- At least 1 citation within text

Social Studies – Geography (1 paragraph)

- Describe the physical geography of this country
- How does the geography help and/or hinder this disease?
- Must include a map of the area plagued by disease
- At least 1 citation within text

5. Language Arts - Conclusion – Link #4 (2 paragraphs)

- Restate the main economical, geographical, and cultural difference between 2 countries which might contribute to their effectiveness
- Re-state your argument on which country has done a better job in managing the disease
- Clincher
- At least 1 citation within text

- Must include a graphic image that is relevant to the website (different from Homepage)
- Works Cited page

**Remember to use writing strategies to support/elaborate your information*

DETAILS

Diseases/Countries

Each student will select a disease and then using the geographical information about the disease, will then select two countries. The following are choices for a disease and country:

Malaria, AIDS, Malnutrition (although not a true disease, it can be viewed as a major cause of death in Africa), Tuberculosis, Ebola, Sleeping Sickness, Guinea Worms, Leprosy, Measles, Parasites, Cholera, Sickle Cell, Yellow Fever and Typhoid.

South Africa, Nigeria, Ivory Coast or Cote D'Ivoire, Djibouti, Somalia, Kenya, Democratic Republic of the Congo, Uganda, Niger, Senegal, Ghana, Angola, Burundi, Rwanda, Egypt, Sudan, Cameroon, Liberia, Zimbabwe, Ethiopia, Madagascar, Zambia, Malawi, Tanzania, Botswana

Research/Format

Students will be given time to research in their Social Studies, Science, Language Arts and Math classes, and will be allowed time to write in their Language Arts classes. Projects will be given to students during homeroom, and all teachers will introduce their specific area of the IDU. Research workshops will take place in Language Arts, and Math will teach students about the validity of and how to create websites, as well as how to use Excel. Both the research and website sessions will also focus on the ill effects of plagiarism.

- All research should be documented in MLA format, and all information (including visuals, images, maps, etc.) that is pulled from research should be appropriately cited within text in MLA format.
- Make sure to include the correct number of paragraphs for each link (there are a total of 14 paragraphs for the entire website). Remember that each paragraph must contain at least 5-7 sentences.
- All students must use a minimum of ten sources: 3 books, 2 reference/encyclopedias (online or print), at least 3 websites, and at least 2 articles from newspapers or magazines (online or print) for a total of 10
- Use Word to type your information and then copy/paste onto your website
- Use a jump drive to save your work – both Word and Website documents
- It is strongly recommended to use the public library system.

Artwork

All artwork used in this presentation must be relevant to the material that is covered within the link. It must also adhere to the specifics of what is allowed based on the rubric. Any images, maps, visuals, clip art, etc. need to be cited accordingly both within the text and on the Works Cited page.

Before and After School Assistance

Teachers will be available both before and after school for additional assistance. During this time, students will also be allowed to use school computers and printers. However, there will be no tutoring or access to printers on the due date of Monday, March 26, 2012.

Specifics of Due Date

The completed website (live) will be due on Monday, March 26, 2012, with the web address turned in to the student's homeroom teacher. No websites will be posted until graded and a quality assurance of no plagiarism has been confirmed. The MLA citation page must be posted on website AND turned in to Language Arts teacher.

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Science Rubric

| Grading Criteria | Teacher Points Earned | Meets and/or Exceeds Expectations | Somewhat Meets Expectations | Minimally Meets or Does Not Meet Expectations | Did Not Complete |
|---------------------------------------------------------|-----------------------|------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|------------------|
| Defined the disease | | 15 points Clearly defined the disease | 12 points Somewhat defined the disease | 11 points Weakly defined the disease | 0 points |
| Explained what pathogens cause the disease | | 15 points Clearly explained how the disease is caused | 12 points Somewhat explained how the disease is caused | 11 points Poorly explained how the disease is caused | 0 points |
| Described the effects of the disease on the body | | 15 points Clearly evaluated how the body systems are affected | 12 points Somewhat evaluated how the body systems are affected | 11 points Poorly evaluated how the body systems are affected | 0 points |
| Explained how the disease is spread | | 15 points Clearly explained how the disease spreads | 12 points Somewhat explained how the disease spreads | 11 points Poorly explains how the disease spreads | 0 points |
| Described treatments for the disease | | 15 points Clearly details | 12 points Somewhat details | 11 points Poorly details | 0 points |
| Diagram, picture, graph that is relevant to the writing | | 15 points Clearly supported information | 12 points Somewhat supported information | 11 points Poorly supported information | 0 points |
| Used at least six citations within the text | | 10 points Clearly cited within text | 8 points Somewhat attempted to cite within text | 4 points Minimally or did not cite within text | 0 points |
| GRAND TOTAL | | 100 Points | 80 Points | 70 Points | 0 Points |

Social Studies Rubric

| Grading Criteria | Teacher Points Earned | Meets and/or Exceeds Expectations | Somewhat Meets Expectations | Minimally Meets or Does Not Meet Expectations | Did Not Complete |
|-------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------|
| Describe people and their culture | | 20 points Clearly describes people and culture | 17 points Somewhat describes people and culture | 15 points Weakly describes people and culture | 0 points |
| Explain how the government is or is not effective in helping to cure, control, or prevent the disease | | 20 points Clearly explained how the government is or is not effective | 17 points Somewhat explained how the government is or is not effective | 15 points Poorly explained how the government is or is not effective | 0 points |
| Described the physical geography of the country | | 20 points Clearly described the geography | 17 points Somewhat described the geography | 15 points Poorly described the geography | 0 points |
| Explained how the geography helped and/or hindered the disease | | 20 points Clearly explained how the geography helped or hindered | 18 points Somewhat explained how the geography helped or hindered | 15 points Poorly explains how the geography helped or hindered | 0 points |
| Map is relevant to area plagued by disease | | 10 points Clearly relevant | 8 points Somewhat relevant | 7 points Poorly relevant | 0 points |
| Used at least two citations within the text | | 10 points Clearly cited within text | 8 points Somewhat cited | 7 points Minimally or not cited | 0 points |
| GRAND TOTAL | | 100 Points | 85 Points | 74 Points | 0 Points |

Math Rubric

| Grading Criteria | Teacher Points Earned | Meets and/or Exceeds Expectations | Somewhat Meets Expectations | Minimally Meets or Does Not Meet Expectations | Did Not Complete |
|------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------|
| Explain how money and GDP has affected the disease | | 20 points Clearly explained how money and the GDP affected disease | 17 points Somewhat explained how money and the GDP affected the disease | 15 points Weakly explained how money and the GDP has affected the disease | 0 points |
| Explain how much money has been spent to cure or prevent the disease and why | | 20 points Clearly explained amount of money spent on cure/prevention | 17 points Somewhat explained amount of money spent on cure/prevention | 15 points Minimally explained amount of money spent on cure/prevention | 0 points |
| Explain why they have spent too much or not enough | | 20 points Clearly explained | 17 points Somewhat explained | 15 points Poorly explains | 0 points |
| Spreadsheet is relevant to information | | 10 points Clearly relevant | 8 points Somewhat relevant | 7 points Poorly relevant | 0 points |
| Used at least two citations within the text | | 10 points Clearly cited | 9 points Somewhat cited | 7 points Minimally cited | 0 points |
| Website published and formatted- At least 5 pages within your website | | 20 points All pages viewable | 17 points 3 to 4 pages viewable | 15 points 1 to 2 pages viewable | 0 points |
| GRAND TOTAL | | 100 Points | 85 Points | 74 Points | 0 Points |

Language Arts Rubric

| Grading Criteria | Teacher Points Earned | Meets and/or Exceeds Expectations | Somewhat Meets Expectations | Minimally Meets or Does Not Meet Expectations | Did Not Complete |
|---------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------|----------------------------------------------|-----------------------------------------------|------------------|
| Argument (thesis) is stated in introduction | | 15 Points Clearly states argument | 13 Points Somewhat states argument | 11 Points Weakly states argument | 0 point |
| Economic, geographical, and cultural differences are summarized in introduction | | 20 Points Clearly summarizes differences | 17 Points Somewhat summarizes differences | 14 Points Poorly summarizes differences | 0 points |
| Argument is restated in conclusion | | 15 Points Clearly restates | 13 Points Somewhat restates | 11 Points Poorly restates | 0 points |
| Used at least one citation within the text in introduction | | 10 Points Correctly cited | 8 Points Somewhat correctly cited | 7 Points Minimally cited | 0 points |
| Used at least one citation within the text in conclusion | | 10 Points Clearly cited | 8 Points Somewhat cited | 7 Points Minimally cited | 0 points |
| A graphic image is used for both homepage and conclusion | | 10 Points Clearly relevant to website | 8 Points Somewhat relevant to website | 7 Points Minimally relevant to website | 0 points |
| Works Cited page | | 20 Points Clearly and correctly exhibits sources | 18 Points Somewhat exhibits sources | 14 Points Minimally exhibits sources | 0 points |
| GRAND TOTAL | | 100 | 85 | 75 | 0 Points |

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Guiding questions for Science

- Define the disease
 - Give a detailed description of what the disease is and parts of the body it affects
 - What are the symptoms
- What causes it? How does it spread?
 - Is it genetic? If so, how is it passed from one person to another
 - Is it passed from both parents or just one?
 - Is it viral or bacterial?
 - Is it caused by a parasite? A bite from a bug? Etc.
 - Can it be spread through the air? Passed through bodily fluids? In drinking water? Etc.
- How are the body systems affected?
 - Which systems are affected directly?
 - Which systems are affected indirectly?
 - Which organs are affected and how
- Any treatments?
 - Can it be treated?
 - If not, why?
 - What kind of treatments are there?
 - Antibiotics? Vaccines?
 - Can it be cured?
 - If so, How?
 - If not, why?
- Interesting facts?
 - Does it affect all cultures or one in particular more than others?
 - Is there a different view of the disease in certain cultures?
 - Is there a reason it is more or less prevalent in your chosen countries?

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Guiding questions for Math

- Does your country spend money to research the disease?
 - If so, how much and how has it affected the disease?
 - Have they spent enough? Too much? Why is this important?
- What is the GDP and per capita income, and how do they affect this country's ability to cure, control, and prevent the disease?

**Must include an excel spreadsheet that clearly illustrates data to support your information (money spent on cure, research, medical supplies, etc.)*

**Must include a computer generated graphic that is relevant to the information in the website*

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Guiding questions for Social Studies

- Social Studies – Cultural
 - Describe the people and their culture
 - What are their religious beliefs?
 - How is the culture of this country unique
 - What is valued in this culture
 - Is the age range different than other countries? Why?
 - Describe the art, music, poetry and literature
 - Describe the workforce
 -
 - How do their customs, religion, and traditions help the disease? Hinder the disease?
 - Are there certain customs that cause the disease to spread quicker? Explain
 - Are there certain traditions or customs that prevent the spread or treatment of the disease?
 -
 - Is the government effective in helping to cure, control or prevent this disease? How?
 - Are they? If so, what are they doing to cure, control or prevent the disease?
 - If they are not helping to cure, control or prevent the disease is there a reason why? What is it?
 - Is there difference in the way the government views the disease or treatments/preventions versus other countries? i.e. the United States
 -
- Social Studies – geography
 - Describe the physical geography of this country
 - Are there mountains, rivers, lakes
 - Is it on the Ocean?
 - What is the climate like
 -
 - How does the geography help and/or hinder this disease?
 - Is access to water important?
 - Does the geography keep help away/ make treatment difficult?
 - Is the geography a reason for the disease spreading or having higher numbers in your chosen country? Why
 - Does the geography play a part in lowering the numbers of people infected with your disease? How
 - Geography could mean a higher or lower number of some parasites that cause disease. Is this an impact in your countries?
 - Is there a part of your country where the disease is mostly located? Or is it spread evenly throughout? Why? (would be a great place for an additional map and explanation)

Note-taking Notecards

Be sure to include all available information before you take notes. This will enable you to properly cite your sources when writing your final research piece without having to go back and look it up again.

(Notes from a book)

Author(s):

Title:

City of publication:

State of publication:

Publisher:

Year of publication:

Page # --quote or summary/paraphrase from text

Page # --quote or summary/paraphrase from text

Page # --quote or summary/paraphrase from text

(Notes from a website)

Author(s): *(skip if no author)*

Title of homepage:

Title of website with information:

Date of webpage posting:

Organization: *(skip if no organization)*

Date you accessed website:

URL: (<http://www...>)

-
- quote or summary/paraphrase from text
 - quote or summary/paraphrase from text
 - quote or summary/paraphrase from text

Print Resources for 7th Grade Africa Interdisciplinary Unit

BOOKS: (at least 3)

- 300s: African Cultures and Social Issues
- 551s: Climate and Drought
- 578s to 579s: Parasites and Microlife
- 614s to 616s: Diseases
- 960s to 969s: African countries
- Public Library



If you are taking notes from a book, you will need to write down:

Author(s):

Title:

City of publication:

State of publication:

Publisher:

Year of publication:

PRINT REFERENCE/ENCYCLOPEDIAS: (at least 2 print or online)

- *World Book*
- *Encyclopedia Americana*
- *People & Places*
- *Lands & People*
- *Jr. Worldmark Encyclopedia of Physical Geography*
- *Culture Grams*
- *Several environmental encyclopedias, science encyclopedias, and health/disease encyclopedias*



If you are taking notes from a print reference/encyclopedia, you will need to write down:

Author(s) of article:

Title of article:

Name of encyclopedia:

Year of publication:

ONLINE REFERENCE/ENCYCLOPEDIAS (<http://www.ncwiseowl.org/zones/middle/index.htm>)

Login & password from home: _____

- Click on "Grolier Online" and type in search term
- Click on "Student Research" and choose "Books & Encyclopedias" or "Country Reports"
- Click on "Junior Reference" and click on "Reference" under Basic Search



If you are taking notes from an online reference/encyclopedia, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author of article: (skip if no author)

Title of article:

Name of online reference/encyclopedia:

Year of publication:

Date you accessed it:

URL: (<http://www...>)

PRINT PERIODICALS: MAGAZINES/NEWSPAPERS (at least 2 print or online)

- *Newsweek*
- *Discover*
- *Popular Science*
- *National Geographic*
- *Charlotte Observer*
- *Folder in media center with various articles*



If you are taking notes from a print magazine/newspaper, you will need to write down:

Author(s) of article:
Title of article:
Name of magazine/newspaper:
Date of publication:
Page number(s):

ONLINE PERIODICALS:

If you are taking notes from an online magazine/newspaper, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author(s) of article or editor:
Title of article:
Name of online magazine:
Date of publication: (day/month/year)
Date you accessed website:
URL: (<http://www...>)



A good place to start is <http://www.ncwiseowl.org/zones/middle/index.htm>

- Click on “Newspapers” and enter search term
- Click on “Student Research,” choose “Magazines” & “Newspapers,” and enter search term
- Click on “InfoTrac Junior” and type in search terms

WEBSITES (at least 3)

Language Arts teachers will explain how to choose a reliable website [usually websites ending in “.org” or “.edu”]

If you are taking notes from a website, you will need to see if it already has an MLA citation to copy. If not, you will need to write down:

Author(s): (*skip if no author*)
Title of homepage:
Title of website with information:
Date of webpage posting:
Organization: (*skip if no organization*)
Date you accessed website:
URL: (<http://www...>)



For your Works Cited:

USE CITATION MACHINE (MLA): <http://citationmachine.net/index.php?reqstyleid=1>

You should have at least 10 sources on your Works Cited slide:

- 3 books
 - 2 reference/encyclopedias (print or online)
 - 3 websites
 - 2 magazine/newspaper articles (print or online)
-

YOUR WEBSITE

Creating your site the first time

1. Go to www.webs.com
2. Enter your email account and create a password.
3. Write the information in the boxes above.
4. Hit create a website.

Setting up your website

The first time you log-in you will be prompted to do the following things:

1. Create your webs ID
2. Set up your site: Address- First last (name). This will be your URL. Ex. johnsmith.webs.com
Title your site.
(For the site category: Choose groups/org and then hit Education).
3. Select a template for your site. Hit continue.
4. Uncheck all pages so you can set up the pages below.
5. An advertisement will appear. Hit NO Thanks!
6. Ignore the box that says start here. Instead set up your pages.
 - a. Click New Page, title "Disease" then CREATE PAGE
 - b. Click New Page, title "Country #1" then CREATE PAGE (You will change this to the actual Country once that is decided upon).
 - c. Click New Page, title "Country #2 " then CREATE PAGE
 - d. Click New Page, title "Conclusion" then CREATE PAGE
 - e. Click New Page, title "Works Cited" then CREATE PAGE

The green content box in the left hand corner is what you hit to add text, photos, etc. Before adding any content, you must verify your email address at home by responding to the email the webs.com site sends you.

Publishing your website

This will allow your site to be accessed by anyone on the World Wide Web.

1. Click Publish (GREEN box in upper right corner)
2. Choose the 1st option
3. Click continue and click publish all pages
4. Your site will pop up

"Publish" often! The site will log you out if you are inactive and changes won't be saved.

Editing your site

- To edit, log in again at webs.com, not your website.
- When you make changes, you must publish again, this time it will not ask you for different options.
- To remove a part of your page, click the X in the upper right corner

Adding a picture

You cannot copy and paste to add a picture

1. Choose a layout with a picture. "Click photo button" in left corner and save photo in documents and click upload.
2. A toolbar will appear at the top of the screen.
3. Choose the location of the file and click the file you want to use.
4. You can resize the image by dragging the red box in the lower right corner of the image.

Saving to a jump drive

You can work on your website anywhere that has internet access. You do not need to save to the jump drive every time. You are only saving to the jump drive at the very end of the project. The jump drive is used to make sure you have a saved copy.

Make sure you are at your published website. This is the website name you created. It is not the site that you can edit.

1. Go to your published site
2. Click File
3. Save As
4. Choose the location to save your file by choosing the drop down menu at the top "Save in:"
5. Select your jump drive
6. Name your File
7. "Save As Type" you want to save your file as "Web Page, complete"
8. Encoding: "Unicode (UTF-8)"
9. Click Save

Africa Interdisciplinary Unit Contract

Please fill out this form, have your parents sign it, and return to your Homeroom teacher on Monday or Tuesday, February 27th or 28th. If your parents have any questions, please ask them to notify your homeroom teacher.

I have read the information regarding the Africa Interdisciplinary Unit and understand the requirements. (Checkpoint due dates will be given for separate pieces throughout the project. These will be posted on the school website.) I also understand that plagiarism is not acceptable, and is considered cheating, and that if plagiarism is evident, my project will receive a zero as a grade for ALL classes. I also understand that I must provide the website address of all completed work on Monday, March 26th, 2012.

NAME: _____

COUNTRY: _____

DISEASE: _____

WEBSITE ADDRESS: _____

PARENT SIGNATURE: _____

STUDENT SIGNATURE: _____

DATE: _____