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Why is Africa Underdeveloped? [9th grade]

Robert Stafford
Trinity University

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Why is Africa Underdeveloped?

Grade Level: 9th Grade

Subject/Topic Area(s): World Geography

Designed By: Robert Stafford

Time Frame: 14 days; 50 minute daily classes

School District: Northside ISD

School: O.W. Holmes/Business Careers High Schools

School Address and Phone: 6500 Ingram Road
San Antonio, TX 78238

Brief Summary of Unit (Including curricular context and unit goals):

Students will focus on levels of development in Africa and investigate why many parts of Africa are underdeveloped. Students will examine how physical geography impacts development, the effects of European colonization on African development, and contemporary issues (famine, conflicts, diseases, and political instability/corruption) that hinder development.

Students will then use this information to compare levels of development in African countries, explain why the developmental levels vary, and develop strategies to encourage development in struggling countries.

Unit: Why is Africa Underdeveloped?
Grade: 9th – World Geography (Pre-AP)

Stage 1: Desired Results
Established Goals (Standards)

TEKS or Scope & Sequence

SOC.9-12.113.34.4: The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.

SOC.9-12.113.34.4.A: explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate regions such as elevation, latitude, location near warm and cold ocean currents, position on a continent, and mountain barriers;

SOC.9-12.113.34.8: The student understands how people, places, and environments are connected and interdependent.

SOC.9-12.113.34.8.A: explain the interrelationships among physical and human processes that shape the geographic characteristics of places such as connections among economic development, urbanization, population growth, and environmental change;

SOC.9-12.113.34.8.B: compare ways that humans depend on, adapt to, and modify the physical environment using local, state, national, and international human activities in a variety of cultural and technological contexts;

SOC.9-12.113.34.8.C: describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions at different scales such as El Niño, floods, droughts, and hurricanes;

SOC.9-12.113.34.8.D: analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, population distribution, economic and political conditions, and resource distribution.

SOC.9-12.113.34.10: The student understands the distribution and characteristics of economic systems throughout the world.

SOC.9-12.113.34.10.B: explain how traditional, command, and market economies operate in specific countries;

SOC.9-12.113.34.10.C: compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus market-oriented agriculture or cottage industries versus commercial industries.

SOC.9-12.113.34.12: The student understands the economic importance of, and issues related to, the location and management of key natural resources.

SOC.9-12.113.34.12.A: compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and the implications of these changes;

SOC.9-12.113.34.17: The student understands the distribution, patterns, and characteristics of different cultures.

SOC.9-12.113.34.18: The student understands the ways in which cultures change and maintain continuity.

SOC.9-12.113.34.19: The student understands the impact of technology and human modifications on the physical environment.

SOC.9-12.113.34.19.B: analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and hurricanes.

SOC.9-12.113.34.20: The student understands how technology affects definitions of, access to, and use of resources.

SOC.9-12.113.34.20.B: analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.

Understandings

Students will understand that...

- Geography and climate influence societies and economic development.
- Cultures, economies, and governments are frequently influenced by interactions with outside groups.
- Countries' levels of development and economic activities are influenced by history and physical geography.

Essential Questions

Why are some countries more economically developed than others?

- Why are many of the least developed countries in the world located in Africa?

How do historical events continue to impact African countries?

What could be done to help African countries?

- Is it the responsibility of the world to help people living in Africa?

Knowledge

Students will know...

- Africa is a continent of diverse landscapes, cultures, economies, and governments.
- Locations of important landforms in Africa
 - Atlas Mountains
 - Nile River
 - Sahara Desert
 - Great Rift Valley
 - Sahel
- Locations of major climates in Africa
 - Arid
 - Semiarid
 - Tropical Humid
 - Tropical Wet and Dry
 - Mediterranean
- Significant eras and events in African history
 - Ancient Egypt
 - Bantu migrations
 - Spread of Islam
 - Colonization
 - Post-Colonization
- Economic activities in Africa
 - Subsistence vs. Market economies
- Current Issues in Africa
 - Famine
 - Civil wars
 - Diseases (HIV/AIDS)
 - Political corruption/instability

Skills

Students will be able to...

- Identify major landforms in Africa
- Describe Africa's climatic variations and distribution of resources
- Describe how Africa's development has been impacted by its physical geography and climate
- Describe how and why Africa was colonized
- Describe the effects on Africa of European colonization
- Identify major issues and challenges in Africa
- Compare levels of development in different African countries

Stage 2: Assessment Evidence

Performance Task: Why are some countries more developed than others?

After learning about Africa's geographic, historical, and contemporary problems, students will compare levels of development in different African countries and examine why the development levels vary. In groups of 2 or 3, students will choose two countries and compare them using a T-chart. They will compare these countries in the following categories:

- Geographically
- Types and amounts of natural resources
- Economically
- Politically
- Socially

For each category, students will describe the characteristics of each of the 2 countries and whether that category has been a beneficial (a pro) or detrimental (a con) for the country. For example, Country A is located on the Mediterranean coast and Country B is located in the center of Sub-Saharan Africa. The geographic location of Country A would be a pro, while the geographic location of B would be a con.

The students will research the two countries using the [CIA World Factbook](#).

When your group has evaluated both countries in each of the 5 categories, they will construct a visual (poster) describing each country, comparing their levels of development, and explaining why they are more or less developed. The visual will include:

- Maps of both countries
- Geographic, economic, political, and social information and description of natural resources for each country (this information will come from the T-Chart)
- Explanation of which country is more developed and why
- Explanation of how either historical events or physical geography have contributed to each country's levels of development
- Description of a change, development, action, etc. that could be taken to help the less developed country improve.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Africa Mapping Assignment
- *Guns, Germs, and Steel* Video Questions and Response
- Scramble for Africa Response
- Current Issues in Africa Article Questions

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1 – Intro. To Africa – World Bank Maps – Think, Pair, Share

Students use laptops to access *The World Bank Online Atlas of Millennium Development Goals* (<http://devdata.worldbank.org/atlas-mdg/>). Students analyze the world maps for: poverty, malnutrition, school completion rates, gender equality in education, child mortality, immunizations, maternal mortality, reproductive health, HIV/AIDS, water and sanitation, and international aid received. For each map, students write 2 things they notice about the map. When each student has written what they observed on each map, they will individually write responses to the following questions:

- What region of the world is most affected by the problems portrayed in the maps?
- How would these problems affect the people who live in this region?
- Why do you think this region is most affected by these issues?

After each student has written a response, they will pair up and discuss their responses with a partner. Then, the teacher will select pairs to share out responses with the class. The teacher will explain that Africa is most affected by all of these issues and that standard of living is very low. The teacher will then present and explain the essential questions and outline the unit.

Day 2 – Africa Mapping Activity

(Addresses Essential Questions: Why are some countries more economically developed than others? Why are many of the least developed countries in the world located in Africa?)

Students will analyze the political map, physical map, climate map, precipitation map, population map, land use and resources map, and the elevation profile from their textbooks (Holt Rinehart Winston: *World Geography Today*) to answer questions about the relationship between Africa's physical geography and human geography. Examples of questions are:

- If you traveled north from the equator, which climate regions would you pass through? Which would you pass through if you traveled south from the equator? Why would this trip be difficult to make? (think about what you would pack, what clothes you would bring, etc)
- Before airplanes were invented, why might it be difficult to travel from Somalia to the West coast of Africa?
- How widespread is subsistence farming in Africa? What might this indicate about Africa's level of development?
- How do you think Africa's physical geography (landforms, climate, and resources) would affect cultural and economic development?

Day 3 – *Guns, Germs, and Steel* Video Clip and Response

When students arrive to class, they will be given a warm-up slip asking them to define longitude and latitude (these concepts will have already been covered earlier in the year and should be familiar to the students). After students define each term, the teacher will ask for volunteers to

explain how climates and biomes are affected by latitude. The teacher will then refer back to the mapping activity from the previous day, particularly the questions about traveling north and south from the Equator and why this type of trip would be difficult to prepare for. The teacher will then ask students to brainstorm how similarities in climates and biomes would aid societal development (trade, easy transportation, similar flora and fauna) and write them on the board.

The teacher will then explain that the students will be watching a video clip on African history from National Geographic's *Guns, Germs, and Steel*, based on the book by Dr. Jared Diamond. The teacher will also summarize the basic idea of Diamond's thesis. As students watch the clip (approx. 10-15 minutes), they will take notes and will answer the following questions at the end of the video:

- Why was it difficult for domesticated plants and animals to spread through Africa?
- Why would it be important for a society to have domesticated plants and animals?
- Why is having a north/south axis a bad thing?

After students answer the questions individually, they will pair up with a partner to discuss. Then the teacher will call on pairs to share out (Think-Pair-Share).

At the end of class (or for homework), **students write a response (3-5 sentences) to the prompt:**

- How did Africa's physical geography and climate influence cultural and economic development?

Day 4 – Guided Notes: Early African History, Influence of Islam, and Slave Trade

Teacher will review information from the *Guns, Germs, and Steel* Video Clips from previous day and explain how that information leads into the notes about early African history (Ancient Egypt and Bantu migrations) and why civilizations developed in Nile River valley, but struggled to spread to other parts of Africa. Students will then take guided notes on early African history, influence of Islam, and the Atlantic slave trade.

Day 5 – Scramble for Africa Activity and Response

As students arrive to class, they will receive a warm-up slip with asking them to define colonization, identify 2 areas we have previously studied that were colonized by Europeans (North America, South America, Middle East), and list 2-3 reasons for colonization. The teacher will then select a student to share out their responses to the class. The teacher will then explain that students will be examining the colonization of Africa.

The teacher will then divide students into groups of 7. Each group receives one transparency and seven paper maps. Each student is assigned a European country: Britain, France, Germany, Italy, Portugal, Spain, Netherlands (Dutch). Each student claims territory for their country and then various countries fight over any overlapping territories.

After dividing Africa, the teacher gives students another map to lie under their transparency labeling resources. Whichever colonizing country has the most resources wins.

Exit Slip: Students will use the information from the Scramble for Africa activity to answer the following questions:

- Why do you think the country that colonized the most resources, not the most land,

was considered the “winner?”

- How do you think this colonization would affect Africans?

Day 6 – Guided Notes: European Colonization of Africa and Post-Colonization Issues

The teacher will review the activity from the previous class and elicit students’ responses to the activity. Students will then take guided notes about European colonization of Africa and post-colonization issues that have affected the continent. The class will then read [Africans on Africa: Colonialism](#) as a class and discuss. Students will then complete an exit slip to answer the question:

- How do historical events continue to impact African countries?
- Is it the responsibility of the world to help people living in Africa?

Day 7 Current Issues in Africa Jigsaw –

Students will be assigned to groups of 4 and assigned one of the articles listed below dealing with famine, conflicts/civil wars, diseases, political instability/corruption:

- [Why Famine Stalks Africa – BBC News](#)
- [Wars Hamper Social Progress Across Africa - NPR](#)
- [AIDS, Other Diseases Create Poverty Trap in Africa - NPR](#)
- [Africans on Africa: Governance – BBC News](#)

Students will read their assigned article individually and brainstorm responses to the following questions on their papers:

- What are the social effects of this problem?
- What are the economic effects of this problem?
- What are the long-term effects of this issue for Africa?

Students will read the articles in class, but may need to finish for homework.

Day 8 – Current Issues in Africa Jigsaw (Part 2) –

Students will meet in expert groups to discuss the article they read and to continue brainstorming responses to the questions with peers. Students will then return to their original groups (home groups) and each member will describe their article and topic to the group. As each student explains their article, the other members will write responses to the four questions for each topic (Famine, Wars/Conflicts, Diseases, Political Instability/Corruption).

Day 9 - - Introduce T-Chart and Guided Practice

Students will receive a T-Chart template as they arrive to class. The teacher will explain that the students will be comparing African countries in several categories and then drawing conclusions about the level of development in each country. The teacher will model completing the T-chart with two countries with different levels of development (ex. Morocco and Somalia).

Students will then receive handout for performance task. The teacher will explain the

project and the rubric.

Day 10 – Small groups research their 2 countries and work on T-Chart

Day 11 – Small groups research and work on visual

Day 12 – Small groups continue research and work on visual

Day 13 – Project presentations (Gallery Walk)

Day 14 – Project presentations (Gallery Walk)

Scramble for Africa Instructions

The battle for territories in Africa was chaotic. Seven major European powers, Britain, France, Germany, Italy, Portugal, Spain, and the Netherlands (Dutch) fought for territory. This game will demonstrate the chaos of colonialism in Africa.

Materials:

- Maps – one transparency and seven paper maps (one per country)
- Transparency markers
- Bag of countries
- Dice

Instructions:

1. Students will be placed in teams of seven
2. Each student will randomly pick a name of a country from their bag (This is the country that the student will represent for the remainder of the game)
Britain, Dutch, France, Germany, Italy, Portugal, Spain
3. Each student then chooses their territory
 - a. Your territory may be any size
 - b. Each country will overlay the transparency over their paper map and outline their area.
 - c. Choose a pattern to shade the area – stripes, dots, stars, etc....
4. Any overlapping areas must be fought for and won
 - a. Each player that wants the territory gets to roll one die
 - b. Whoever has the highest die roll wins that territory
 - c. Make sure that territory is clearly marked!!!
5. After all territories have been won, raise your hand and get the teacher's attention to decide the winner of the game

TEACHER'S EYES ONLY!

After the students finish the game take a map with all resources labeled over to each group. The students lay this map under their transparency. The group with the most resources NOT the most territory wins the game.

Why are some countries more developed than others?

After learning about Africa's geographic, historical, and contemporary problems, you will now compare levels of development in different African countries and examine why the development levels vary. In groups of 2 or 3, you will choose two countries and compare them using a T-chart. You will compare these countries in the following categories:

- Geographically
- Types of natural resources
- Economically
- Politically
- Socially

For each category, you will describe the characteristics of each of the 2 countries and whether that category has been a beneficial (a pro) or detrimental (a con) for the country. For example, Country A is located on the Mediterranean coast and Country B is located in the center of Sub-Saharan Africa. The geographic location of Country A would be a pro, while the geographic location of B would be a con.

Your group will research your two countries using the [CIA World Factbook](#).

When your group has evaluated both countries in each of the 5 categories, you will construct a visual (poster) describing each country, comparing their levels of development, and explaining why they are more or less developed. Your project must include:

- Map of each country
- Geographic, economic, political, and social information and description of natural resources for each country (this information will come from your T-Chart)
- Explanation of which country is more developed and why
- Explanation of how either historical events or physical geography have contributed to each country's levels of development
- Description of a change, development, action, etc. that could be taken to help the less developed country improve.

Why are some countries more developed than others? Project

Each project will be graded according to the following criteria:

Maps of both countries (10 points)

Geographic, economic, political, and social information and description of natural resources for each country (25 points)

- Geographic (5 points)
- Economic (5 points)
- Political (5 points)
- Social (5 points)
- Natural resources (5 points)

Explanation of which country is more developed and why (20 points)

Explanation of how either historical events or physical geography have contributed to each country's levels of development (20 points)

Description of a change, development, action, etc. that could be taken to help the less developed country improve. (25 points)

Comparing Levels of Development

Select 2 African countries (preferably in different regions) to investigate. Use the [CIA World Factbook](#) to investigate each country and record information below.

For each box, identify whether that country's characteristics have been beneficial (pro) or detrimental (con) to their development

	Country: _____	Country: _____
Geographic Information	Pro/Con: _____ _____	Pro/Con: _____ _____
Natural Resources	Pro/Con: _____ _____	Pro/Con: _____ _____

Economic Information	Pro/Con: _____ _____	Pro/Con: _____ _____
Political Information	Pro/Con: _____ _____	Pro/Con: _____ _____
Social Information	Pro/Con: _____ _____	Pro/Con: _____ _____