Purpose/Goal(s):

The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. Students will be able to locate selected countries and major physical features in Africa using a world and regional political-physical map. Students will compare and assess the human environment interaction of the region by examining the distribution, pollution, and use of natural resources in the area. Students will explain how location, climate, and distribution of natural resource have impacted population distribution and trade. Students will demonstrate an understanding of the diverse cultures in Africa.

Content Map: Africa Content Map (includes all domains)

Africa’s Geography Teacher Notes

Africa Milestones Study/Resource Guide (extracted from larger document)

Prerequisites: No elementary standards align to Africa’s Geography

Unit Length: Approximately 14 days

Africa’s Geography Study Guide | Africa’s Geography Study Guide KEY

Click on the links below for resources by Essential Question:

EQ 1: Where are the major physical features and nations of Africa located?

EQ 2: How do environmental issues impact Africa?

EQ 3: How do physical features impact the people of Africa?

EQ 4: How are Africa’s diverse cultures similar and different?

1 Minute Geography Tests: Test 1 | Test 2 | Test 3 | Test 4 | Test 5

7th Grade Social Studies
Africa Geography Unit Information

Milestones Domain/Weight: Geography 35%
### Essential Question and Standard(s)

1. Where are the major physical features and nations of Africa located?

Standard(s):


- SS7G1b. **[Standard Breakdown]** Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

### Vocabulary

- **Essential**
- Sahara
- Savanna
- Tropical Rain Forest
- Congo River
- Niger River
- Nile River
- Lake Tanganyika
- Lake Victoria
- Atlas Mountains
- Kalahari Desert
- Egypt
- Kenya
- Nigeria
- South Africa
- Sudan
- South Sudan
- Democratic Republic of the Congo (Zaire)

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources [Back to Top]

The Enduring Understanding for the lesson: **Location** -
The student will understand that location affects a society’s economy, culture, and development

- Activator
- Africa Physical and Political Features ppt
- Africa Physical and Political Features Map
- Africa Physical Features Formative Assessment
- Africa Political Features Formative Assessment
- Africa Physical and Political Features Review Cards

Physical and Political Features Slipcover – Put unlabeled maps in clear slipcovers. Give each student a slipcover, vis-à-vis or expo marker, and paper towel (a sock is also good and cheaper). Call out physical features or nations and have students circle the feature or nation and hold up their slipcover when instructed.

- Video: **Africa’s Geography** [7:24] This video appears to be a student project, but provides an exciting review of the main physical features
- Africa Physical and Political Features Summarizer - There are two options for the summarizer. The one shown on the slide is the lower level version. Another version is higher level because students have to select a starting point, a direction, and determine the physical features and countries seen in each day. Additionally, a word bank is not included for the physical features and countries.
- Quizlet: Review country locations
- 3D- Map project
- [https://www.youtube.com/watch?v=BPjQGYaBDtg](https://www.youtube.com/watch?v=BPjQGYaBDtg)
- The following site has many resources for 7th grade social studies: [https://sites.google.com/a/clarke.k12.ga.us/cms-7th-grade-social-studies/home](https://sites.google.com/a/clarke.k12.ga.us/cms-7th-grade-social-studies/home)

### Assessment

- SS7G1a. GOFAR Sample Assessment Item Rainforest
- SS7G1a. GOFAR Sample Assessment Item Sahara
- SS7G1a. GOFAR Sample Assessment Item Sahara 2
- SS7G1b. GOFAR Sample Assessment Item
<table>
<thead>
<tr>
<th>Essential Question and Standard(s)</th>
<th>Vocabulary</th>
<th>Resources [Back to Top]</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 2. How do environmental issues impact Africa? | Essential*<br>Trade<br>Industry<br>Irrigation<br>Water pollution<br>Deforestation<br>Desertification | - Environmental Issues in Africa ppt<br>- Environmental Issues in Africa Graphic Organizer<br>- Clean Water Activities – Select one of the documents below that can be used in a variety of ways to provide students with information about water and the lack and/or importance of clean water.  
  - Water Statistics – possibly give as handouts to students to read and discuss with a partner, or give each pair of students a statistic and have them walk around and share their statistics with other groups for a short period of time.  
  - Water: The Foundation of All Sustainable Development handout – possibly used in the same way described above where students can read the information to see the connections between clean water and a better life  
  - Dirty Water, So What? | - SS7G2a. GOFAR Sample Assessment Item<br>- SS7G2b. GOFAR Sample Assessment Item<br>- SS7G2c. GOFAR Sample Assessment Item |
| Standard(s): | Supplemental**<br>Sanitation<br>Irrigation | | |
| SS7G2a. [Standard Breakdown] Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water. | *Essential Vocabulary listed in the Standards | | |
| SS7G2b. [Standard Breakdown] Explain the relationship between poor soil and deforestation in Sub-Saharan Africa. | **Supplemental Vocabulary listed in the state frameworks and/or other state document | | |
| SS7G2c. [Standard Breakdown] Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest. | | | |
### Essential Question and Standard(s)

3. **How do physical features impact the people of Africa?**

**Standard(s):**

SS7G3a. **[Standard Breakdown]**

Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

### Vocabulary

<table>
<thead>
<tr>
<th>Essential*</th>
<th>Saudi Arabia</th>
<th>Sahara Desert</th>
<th>Savanna</th>
<th>Tropical rain forest</th>
<th>Suplemental**</th>
<th>Population density</th>
</tr>
</thead>
</table>

**Essential Vocabulary listed in the Standards**

**Supplemental Vocabulary listed in the state frameworks and/or other state document**

### Resources [Back to Top]

**The Enduring Understanding for the lesson: Human Environment Interaction** - The student will understand that humans, their society, and the environment affect each other.

- **Sahara Desert**
  - Sahara Desert [3:48]
  - Exploring the Sahara Desert, Morocco – Lonely Planet Travel Video [2:03]
  - The Sahara Desert [1:45]

- **Sahel**
  - Sahel: The Heartbeat of Life [10:00]
  - The Sahel Region [3:23]

- **The Village: Life in South Sudan** [37:47] – the video focuses on a team from Alaska that travels to a South Sudan Village. However, the video illustrates the daily life and struggles of people living in the remote villages of Africa.

- **Radio Show performance task**

- **Africa Population Density Map**

- **Chapter Packet Review from Hall Co.**

- **Foldable**

### Assessment

- SS7G1a. GOFAR Sample Assessment Item Rainforest
- SS7G1a. GOFAR Sample Assessment Item Sahara
### Essential Question and Standard(s)

4. How are Africa’s diverse cultures similar and different?

**Standard(s):**
- SS7G4a. [Standard Breakdown] Explain the differences between an ethnic group and a religious group.
- SS7G4b. [Standard Breakdown] Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

### Vocabulary

- **Essential***
  - Bantu
  - Ashanti
  - Swahili
  - Ethnic group
  - Religious group
  - Arab
  - Islam

- **Supplemental**
  - Christianity

*Essential Vocabulary listed in the Standards

**Supplemental Vocabulary listed in the state frameworks and/or other state document

### Resources [Back to Top]

- The Enduring Understanding for the lesson: **Culture** - The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society
  - **Web-Quest**
  - Africa Geography crossword review
  - Ethnic and Religious Group chart | Key
  - Ethnic and Religious groups formative assessment/check for understanding
  - Use a blank map of Africa and identify where the Ashanti, Bantu, Swahili and Arabs are located. (Arabs are in Northern Africa due to the proximity to the Middle East) --- Possible Map

### Assessment

- SS7G4b. GOFAR Constructed Response
# TCSS 7th SS Middle East Geography Breakdown of Standards

## SS7G1: The student will locate selected features of Africa.

**a. Locate on a world and regional political-physical map:**

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The location of major physical features in Africa</td>
<td>• How to find these places on a map</td>
<td>• Locate major physical features of Africa on a world and regional map (DOK 1)</td>
</tr>
</tbody>
</table>

## SS7G1: The student will locate selected features of Africa.

**b. Locate on a world and regional political-physical map:**
- Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The location of major nations in Africa</td>
<td>• How to find these places on a map</td>
<td>• Locate major nations of Africa on a world and regional map (DOK 1)</td>
</tr>
</tbody>
</table>

## SS7G2: The student will discuss environmental issues across the continent of Africa.

**a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.**

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Water is polluted</td>
<td>• The importance of water in Southern &amp; Eastern Asia</td>
<td>• Describe the causes and effects of water pollution throughout the continent of Africa (DOK 2)</td>
</tr>
<tr>
<td>• Water is unequally distributed throughout the nations of Africa</td>
<td>• The effects water pollution has on the economic development of the region, particularly in northern Africa</td>
<td>• Explain how these forms of pollution and lack of water impact the people of Africa (economic consequences, health issues) and affect its growth and development (DOK 2)</td>
</tr>
<tr>
<td>• Many nations lack safe drinking water</td>
<td>• Natural environmental pollution is the major cause of water pollution</td>
<td></td>
</tr>
</tbody>
</table>
**SS7G2: The student will discuss environmental issues across the continent of Africa.**

### b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

**Know:**
- The term deforestation refers to the loss of forest from cutting down too many trees
- Once trees are cut down, nothing is able to hold the soil
- Soil erodes and key nutrients wash away

**Understand:**
- When soil erodes and key nutrients are washed away, irrigation becomes difficult for agriculture
- The reasons for deforestation include a need for agricultural land, population growth, and harvesting trees for profit

**Do:**
- Identify the reasons for deforestation (DOK 1)
- Explain both the short-term and long-term consequences of deforestation, highlighting the relationship between poor soil and deforestation (DOK 2)
- Explain why the soil of deforested land is unusable for agriculture, and how this unusable soil contributes to the cyclical nature of Africa’s deforestation (DOK 3)

### c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

**Know:**
- The term desertification refers to the process by which a desert spreads, and the soil loses its ability to hold water
- The term slash and burn refers to a form of agriculture in which an area of forest is cleared by cutting and burning and is then planted, before being left behind
- Desertification causes the Sahel climate to push farther south towards the rainforest
- 1/3 of Africa is threatened by desertification

**Understand:**
- Slash and burn, overgrazing, and poor agricultural practices are the major reasons desertification exists
- Desertification negatively impacts the people of Africa because it causes arable land to shrink

**Do:**
- Explain the causes and effects of desertification and how it impacts the environments of Africa (DOK 2)
- Explain the consequences of desertification in both human and environmental terms (DOK 2)
SS7G3: The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.
a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.  

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low populations are in the Sahara desert</td>
<td>Most people desire to live in favorable conditions (near fresh water, on flat land, and near resources).</td>
<td>Analyze a variety of maps (population distribution, natural resource distribution, climate, and physical-political) to explain population distribution in relationships to the various regions of Africa (DOK 3)</td>
</tr>
<tr>
<td>Low populations are in the mountains</td>
<td>In areas where water is abundant, agriculture is the main form of work</td>
<td>Explain how physical features such as water and mountains effect where people live, work, and how they travel throughout the region (DOK 2)</td>
</tr>
<tr>
<td>Low populations are in the rainforest</td>
<td>In the Sahara, where water is lacking, most work is in the tourism industry in Egypt</td>
<td></td>
</tr>
<tr>
<td>Cities and large populations are located near major water sources (rivers and lakes)</td>
<td>Subsistence farming is the standard in most areas</td>
<td></td>
</tr>
<tr>
<td>High populations are located in the Savanna due to the abundance of water</td>
<td>•知: Low populations are in the Sahara desert</td>
<td>•理解: Low populations are in the mountains</td>
</tr>
<tr>
<td>The term subsistence farming refers to farming that provides for the basic needs of the farmer’s family, with little or nothing left over to sell</td>
<td>•理解: Low populations are in the rainforest</td>
<td>•理解: High populations are located in the Savanna due to the abundance of water</td>
</tr>
<tr>
<td>•知: Cities and large populations are located near major water sources (rivers and lakes)</td>
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<td>•理解: The term subsistence farming refers to farming that provides for the basic needs of the farmer’s family, with little or nothing left over to sell</td>
</tr>
</tbody>
</table>

SS7G4: The student will analyze the diverse cultures of the people who live in Africa.
a. Explain the differences between an ethnic group and a religious group.  

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The definition of the term “ethnic group”</td>
<td>Ethnic groups share many common characteristics, such as language, physical appearance, customs, and traditions.</td>
<td>Apply the definition of ethnic group and religious group by evaluating a set of characteristics and identifying the appropriate group (DOK 3)</td>
</tr>
<tr>
<td>The definition of the term “religious group”</td>
<td>Religious groups share a common spiritual belief system.</td>
<td></td>
</tr>
</tbody>
</table>

知: Know
理解: Understand
做: Do
SS7G4: The student will analyze the diverse cultures of the people who live in Africa
b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

<table>
<thead>
<tr>
<th>Know:</th>
<th>Understand:</th>
<th>Do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ The major ethnic groups in Africa are the Arab, Ashanti, Bantu, and</td>
<td>▪ Most Arabs are Muslim and are located in Northern Africa due to its</td>
<td>▪ Compare and contrast the characteristics of the ethnic groups found in</td>
</tr>
<tr>
<td>Swahili</td>
<td>proximity to the Middle East</td>
<td>Africa (DOK 2)</td>
</tr>
<tr>
<td>▪ The Bantu are a language group located primarily in the rainforest</td>
<td>▪ The majority of Ashanti are Christian</td>
<td>▪ Explain the diversity of religions within the Arab, Ashanti, Bantu, and</td>
</tr>
<tr>
<td>area</td>
<td>▪ The majority of Swahili are Islam</td>
<td>Swahili ethnic groups (DOK 2)</td>
</tr>
<tr>
<td>▪ The Swahili have the highest standard of living and live in</td>
<td>▪ Those who belong to the Bantu ethnic group are either Islam or Christian</td>
<td></td>
</tr>
<tr>
<td>Eastern African countries</td>
<td>▪ Traditional religious beliefs include worship of ancestors, spirits, and</td>
<td></td>
</tr>
<tr>
<td>▪ The Ashanti are located in western Africa. Their traditional</td>
<td>gods.</td>
<td></td>
</tr>
<tr>
<td>beliefs include a mixture of spiritual and supernatural powers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[Back to Resources]