Monday 1/11

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| Standard(s): | SS7G4 The student will describe the diverse cultures of the people who live in Africa. a. Explain the differences between an ethnic group and a religious group. b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups. c. Evaluate how the literacy rate affects the standard of living. |
| Essential Question: | What makes Africa culturally diverse? |
| Opening (Journal): | List at least 2 characteristics for the Bantu and Swahili ethnic groups.  |
| Work Period: | 1. While students work on the journal, the teacher will check IN p 42-43 for completion and collect the ethnic groups map.
2. Students will get a CRCT prep book from the bookshelf. They will indidividually read each passage and answer the comprehension questions on a separate sheet of paper. They will be encouraged to carefully answer each, as accuracy will be graded. P. 32-35 #78-94P. 36-37 #95-99

Extra credit opportunity: p. 24-26 #47-541. While students work on these review questions covering ethnic groups, religious groups and literacy standards, the teacher will be re-issuing textbooks out to each student.
2. If time, we will go over the answers to the CRCT test prep.
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| Closing | How do the religions of the Arabs, Ashanti, Bantu and Swahili differ? |
| Homework | *STUDY - AFRICA GEOGRAPHY TEST ON WEDNESDAY**GRADED PASSPORT CHECK ON THURSDAY* |

Tuesday 1/12

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| Standard(s): | SS7G1-G4 |
| Essential Question: | How do physical features shape daily life on a continent? |
| Opening (Journal): | Write one cause and effect for each of the following environmental issues:DeforestationdesertificationWater issues |
| Work Period: | 1. After going over the journal, we will discuss any questions students have concerning the test.
2. Students will be randomly placed into groups as they enter the room. Today we are playing Grudgeball to review for tomorrow’s test. They will work with their groups to answer the questions during the game.
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| Closing | Reflect- what do you personally need to study for tomorrow? |
| Homework | STUDY! Africa Geography Test is TOMORROW.Grade Passport Check on Thursday.  |

Wednesday 1/13

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| Standard(s): | SS7G41-G4 |
| Essential Question: | How does geography shape a continent? |
| Opening (Journal): | Short answer:How does unclean or scarce water affect life in many parts of Africa? |
| Work Period: | Students will take the Africa Geography Test. 1. When they finish, they will finish JA p. 3-7 and 15. This is due on Friday.
2. If students finish the JA workbook, they may pick up an extra credit worksheet from the back table. They may turn this in by Friday, January 29th for up to 10 points added to a classwork or homework grade.
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| Closing | What do you already know about the history of Africa? |
| Homework | JA p 3-7 and 15 due FRIDAY. Tomorrow is the geography bee.  |

Thursday 1/14

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| Standard(s): | N/A |
| Essential Question: | What do you know about geography? |
| Opening (Journal): | Bullet point brainstorm:What do you already know about the history of Africa? |
| Work Period: | Today we will conduct the geography bee, as required by DeKalb County. We will determine a class winner for each period, who will then compete against eachother on a later date for the title of Team Winner.  |
| Closing | Don’t forget- JA workbook p 3-7 and 15 due tomorrow.  |
| Homework | *JA p. 3-7 and 15 due tomorrow!* |

Friday 1/15

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| Standard(s): | SS7H1 The student will analyze continuity and change in Africa leading to the 21st century. a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries. b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria. c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk. |
| Essential Question: | How are Nelson Mandela’s efforts similar to Dr. Martin Luther King’s? |
| Opening (Journal): | 1. The students will enter to an image of Jim Crow South. Prompt: what sticks out to you in this picture? How does it make you feel?
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| Work Period: | 1. After discussing the journal, the students will copy down the events listed on the board onto a sheet of paper. They will take notes on this sheet as the teacher lectures.
2. The teacher will provide historical context for Dr. King’s essential role in the Civil Rights Movement. Beginning with the massacre of Emmett Till, the lecture will interweave background information and excerpts from Eyes on the Prize. The students and teacher will discuss the role of the SCLC in the Civil Rights movement, specifically in reference to Dr. King’s efforts.
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| Closing | How can we change our world today?  |
| Homework | Read the essay “What are the driving forces behind the paritioning of Africa?”. Students must underline or highlight just ONE sentence or phrase per paragraph that sums up the key idea. The students will also answer the guiding questions that go along with it. DUE WEDNESDAY. |

\*\* The teacher reserves the right to adjust the lesson plans to accommodate the needs of the students.