***World Areas***

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***Mr. Bambenek***

***Lap 3: Africa***

**Lap 3 Essential Question:**

Why is Africa underdeveloped?

**Late Assignments from Lap 2:**

Are all due by the last class day on Lap 3.

Failure to turn in late or missing work by the last class day on Lap 3 will result in a zero for that particular assignment – no exceptions.

***Overview***

In northern Africa, the area in and above the Sahara desert, lie five predominantly Muslim countries all bordering on the southern shores of the Mediterranean Sea. Moving from west to east are the three countries which form the Maghreb region, the Kingdom of Morocco which has laid claim to the state of Western Sahara (Sahrawi Republic), a former Spanish colony on its southern border, and the republics of Algeria, and Tunisia. The remaining countries are Libya and finally Egypt occupying the north-east corner of Africa and having an extension across the Gulf of Suez into the Sinai Peninsula through which runs the Suez Canal physically cutting off the continent of Africa from the Middle East. Both Algeria and Libya have vast oil and gas producing fields and are active members of the Organization of Oil Exporting Countries (OPEC).

Sub-Saharan Africa as a geographical term refers to the area of the African continent which lies south of the Sahara. A political definition of Sub-Saharan Africa, instead, covers all African countries which are fully or partially located south of the Sahara. It contrasts with North Africa, which is considered a part of the Arab world.

Sub-Saharan Africa is the poorest region in the world, suffering from the effects of economic mismanagement, corruption in local government, and inter-ethnic conflict. The region contains most of the least developed countries in the world. Malaria is a chronic impediment to economic development. The disease slows growth by about 1.3% per year through lost time caused by illness and the cost of treatment and prevention measures. According to the World Bank, the region's GDP would have been 32% higher in 2003 had the disease been eradicated in 1960.

Sub-Saharan African countries top the list of countries and territories by fertility rate with 40 of the highest 50. All are above the world average except South Africa. Figures for life expectancy, malnourishment, and infant mortality and HIV/AIDS infections are also dramatic. More than 40% of the population in sub-Saharan countries is younger than 15 years old, as well as in the Sudan with the exception of South Africa.

Sub-Saharan Africa has a very high child mortality rate. While in 2002, 17% of children died before the age of five, by 2007 this rate had declined to 15%. The leading cause of death was malaria infection.

***Rationale***

1. Africa south of the Sahara presents a rich mosaic of ethnic groups who speak hundreds of languages.
2. Over the past 50 years, a number of countries in the region have gained independence. Today they are working toward greater political and economic unity. They are also strengthening their voice in global affairs through such international organizations as the United Nations.
3. Africa also presents a difficult situation for the United States due to their high level of poverty, percentage of AIDS victims, and increased involvement in terrorist activities.

***Learning Goals***

1. Analyze Africa’s physical and cultural geography and how it has affected Africa’s growth throughout its modern existence.
2. Examine the colonization of Africa and analyze how it has impacted modern Africa.
3. Effectively evaluate and use primary source documents to answer questions & create a thesis statement.

***Summative Assessment***

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| **Lap 3 Essential Question:**  **Why is Africa underdeveloped?** | |
| Lap 3’s summative assessment will follow the same format as Lap 2. You will also have a reading comprehension section on the assessment. If you test with Mrs. Stokes, please email me ahead of time.  In order to be successful on your test be sure to know and understand the following topics:   1. Analyze Africa’s physical and cultural geography and how it has affected Africa’s growth throughout its modern existence. 2. Examine the colonization of Africa and analyze how it has impacted modern Africa. | **Yale**  **D - Day**  **2/22**  **Harvard &**  **Princeton**  **E - Day**  **2/23** |

***Enrichment***

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| **Earth – 100 million years from now** | |
| Choose one option.   1. Using an online database or a print resources, select 10 countries in Africa south of the Sahara, and find information about their birth rates, death rates, life expectancies, and rates of population change. Create a spreadsheet using Excel to compare and contrast these figures. Write a summary of your analysis and explanations for your statistical findings. **Print and bring to class or share the document with me.** 2. Many cities in Africa south of the Sahara have rapidly growing populations. Research and write about an African city. Identify the processes causing the city’s growth such as location, resources, and transportation. Then describe the challenges the city faces and outline solutions. **Print and bring to class or share the document with me.** | **Yale**  **D - Day**  **2/22**  **Harvard &**  **Princeton**  **E - Day**  **2/23** |

***Calendar of Events***

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| **Day 1** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Go over the Lap. Examine data to determine the best place to live in Africa. Work on creating quality topic statements. 3. **Assignment due for next class** – Create two topic sentences on where you are living in Africa. Then,review Chapter 17: *The Physical Geography of North Africa* and Chapter 20: *The Physical geography of Africa*, south of the Sahara located on the Weebly site. Be prepared for a discussion over the reading. Once you are finished reviewing the chapter answer the following question in 5 – 8 well constructed sentences. Please bring your typed responses to class. Your question is: **Think about the physical features of Africa. Imagine that you are a teenage girl living in Africa. How would your life be different? What would be similar? What would be the hardest thing for you to live without comparing to your life in the United States?** If you are not keen to review the chapter watch the YouTube video on the Weebly site titled, “Geography of Africa”. You must either review the chapter or watch the video – not doing one is not an option. **Bring your hand written or printed out copy to class and be ready to discuss.** | **Harvard**  **C - Day**  **2/6**  **Princeton**  **D – Day**  **2/7**  **Yale**  **B - Day**  **2/3** |
| **Day 2** | |
| 1. **Due at class time** – Be ready to discuss the reading or the video. Two thesis statements 2. **What we are doing today** – Students will examine numerous documents to determine what life was like in Africa prior to the arrival of Europeans. Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue. 3. **Assignment due for next class** – Complete DBQ on Africa before European arrival from class. Read about the Berlin Conference on my weebly. You may want to take notes. | **Harvard & Princeton**  **E – Day**  **2/8**  **Yale**  **D – Day**  **2/7** |
| **Day 3** | |
| 1. **Due at class time** – DBQ and background information on the Berlin Conference. 2. **What we are doing today** – The Berlin Conference of 1885 and its effects on Africa.   Skill: Read and comprehend informational text independently and proficiently.   1. **Assignment due for next class** – Finish any work from class (if applicable). Watch the video on the Weebly site titled, “The Scramble for Africa”. Read the short entry on the website found by clicking the button underneath the video. In a grammatically correct typed paragraph answer the following question: **How much did the events of the Berlin Conference in the late 1800s contribute to Africa being so far behind the rest of the modern world?** | **Harvard**  **F – Day**  **2/9**  **Yale & Princeton**  **G – Day**  **2/10** |
| **Day 4** | |
| 1. **Due at class time** – Be ready to discuss and share your thoughts. 2. **What we are doing today** – Berlin Conference and imperialism continued. Complete DBQ if time permits and practice writing topic/thesis sentences. 3. **Assignment due for next class** – Create a topic/thesis statement from the DBQ. Imagine that you were given Pandora's Box. In classical Greek mythology, Pandora was the first woman on Earth. Zeus ordered her to be created from the earth and sea. The "box" was actually a large jar given to Pandora, which contained all the evils of the world. Unfortunately, Pandora opened the box and the evils spread throughout the world. Luckily, you have developed the ability to place evils back into your own new box. Your assignment is to create a “box” of your own. You must decorate your box to reflect African **history** and **culture**. I don’t care how you decorate it (paint, magazine pictures, etc). Sadly, this box can only hold five of the many evils of the world plaguing Africa. Once you have decorated your box write on pieces of paper which five evils plaguing Africa you would put in the box. The evils must be described thoroughly and actually placed in the box when you turn it in. Creativity is needed! **Due: in class on Day 7** | **Harvard & Yale**  **H – Day**  **2/13**  **Princeton**  **J – Day**  **2/14** |
| **Day 5** | |
| 1. **Due at class time** – Topic statements from DBQ. 2. **What we are doing today** – Lesson on how Africa’s physical geography is changing due to desertification. 3. **Assignment due for next class** – Work on constructing your box or finalizing your oral report. | **Harvard & Princeton**  **K – Day**  **2/15**  **Yale**  **J – Day**  **2/14** |
| **Day 6** | |
| 1. **Due at class time** – Nothing 2. **What we are doing today** – Examine the diversity of Africa including physical and human geography. 3. **Assignment due for next class** – Complete any work from class. Go to my weebly and read the article on “Underdeveloped Africa” and watch the video on my weebly “Why Are African Countries Poor.” Take notes to prepare yourself for the graded class discussion. Finish constructing Pandora’s Box. | **Harvard & Yale**  **A – Day**  **2/16**  **Princeton**  **B – Day**  **2/17** |

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| **Day 7** | |
| 1. **Due at class time** – Be prepared for a class discussion on why Africa is poor/underdeveloped. Pandora’s Box. 2. **What we are doing today** – Graded Class discussion on why Africa is underdeveloped. See weebly for rubric used to grade you. 3. **Assignment due for next class** – Prepare for the Summative Test | **Yale**  **B - Day**  **2/17**  **Harvard**  **C - Day**  **2/21**  **Princeton**  **D - Day**  **2/22** |

**Coming up next…**

Lap 4 – The Middle East