

7th Grade World Studies

SS7G4, SS7H1c, SS7CG1, SS7CG2, SS7CG3, SS7E1, SS7E2, and SS7E3

Diana Grafton

For Parents: All Assignments highlighted in **yellow** will be counted as a grade for that week.

Standards/ Elements	<p>SS7G4 The student will describe the diverse cultures of the people who live in Africa.</p> <ol style="list-style-type: none"> Explain the differences between an ethnic group and a religious group. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups. Evaluate how the literacy rate affects the standard of living. <p>SS7H1: Analyze continuity and change in Africa leading to the 21st century.</p> <ol style="list-style-type: none"> Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. DeKlerk. <p>SS7CG1: Compare and contrast various forms of government.</p> <ol style="list-style-type: none"> Describe the ways government systems distribute power: unitary, confederation, and federal. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic. Describe the two predominant forms of democratic governments: parliamentary and presidential. <p>SS7CG2 The student will explain the structures of the modern governments of Africa.</p> <ol style="list-style-type: none"> Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms. <p>SS7CG3 The student will analyze how politics in Africa impacts standard of living.</p> <ol style="list-style-type: none"> Compare how various factors, including gender, affect access to education in Kenya and Sudan. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa. <p>SS7E1: Analyze different economic systems.</p> <ol style="list-style-type: none"> Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce. Explain how most countries have a mixed economy located on a continuum between pure market and pure command. Compare and contrast the economic systems in South Africa and Nigeria. <p>SS7E2: Explain how voluntary trade benefits buyers and sellers in Africa.</p> <ol style="list-style-type: none"> Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. Explain why international trade requires a system for exchanging currencies between nations.
Essential Questions	<ul style="list-style-type: none"> • How do the unitary, confederation, and federal government systems distribute power? • How do autocratic, oligarchic, and democratic governments determine citizen participation? • What are the components of parliamentary and presidential governments? • What distinguishes the form of leadership, public voting procedures and personal freedoms the republican systems of government in the Republic of Kenya, the Republic of South Africa and the dictatorship of the Republic of Sudan? • How does specialization encourage trade between countries? • How do tariffs, quotas, and embargos serve as barriers to trade? • Why does international trade require a system for exchanging currencies between nations? • How have the Sahara and the tropical rain forest affected trade development within Africa? • How has the location of the countries of Africa affected their economic development? • How does gender affect access to education in Kenya and Sudan? • What is the impact of government stability on the distribution of resources to combat AIDS and famine across Africa? • What are the differences between an ethnic group and a religious group? • What is the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups? • How does the literacy rate affect the standard of living in Africa?
Enduring Understandings	<ul style="list-style-type: none"> • Governance- The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases. • Production, Distribution, and Consumption- The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society. • Conflict and Change- The student will understand that when there is conflict between or within societies, change is the result. • 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.

**Essential
Vocabulary**

- Literacy rate
- diversity
- ethnic group
- religious group
- Arab
- Ashanti
- Bantu
- Swahili
- Culture
- Over-specialization
- Trade barrier
- Embargo
- International trade
- Currency exchange
- Southern African Development Community (SADC)
- Economic Community of West African States (ECOWAS)
- Confederation
- Federal
- Citizen's participation
- Autocratic
- Oligarchic
- Democratic
- Executive power
- Parliamentary
- Presidential
- Ceremonial head of state
- Prime minister
- Constitutionally independent
- Republican system
- Republic of Kenya
- Dictatorship
- Republic of South Africa
- Republic of Sudan
- Form of leadership
- Chief of state
- Head of government
- Role of the citizen
- Personal freedoms
- Voting
- Freedom of speech
- Freedom of PressCivil war
- Political boundaries
- Nationalism
- Independence
- Apartheid
- Nelson Mandela
- F. W. de Klerk
- Discrimination
- Pan-Africa Movement
- Political issues
- Standard of living
- Stability
- Distribution of resources
- AIDS
- Famine

Learning Format <ul style="list-style-type: none"> • Whole Group • Cooperative Groups • Cooperative Pairs • Flexible Groups • Individual 	Technology Usage <ul style="list-style-type: none"> • Laptop/Computer/ Internet • Projector • Clickers • Interwrite pad/Elmo 			Assessment <ul style="list-style-type: none"> • 4.5 Assessment • Warm-up Formative Questions • Friday Student-Teacher Conferences • Ticket Out The Door • Group Discussion 	
	Monday 2/2	Tuesday 2/3	Wednesday 2/4	Thursday 2/5	Friday 2/6
Study Skills Plan	Olweus Bullying Prevention Program	Stock Market Game	Stock Market Game	Stock Market Game	Stock Market Game
Warm-Up	<ul style="list-style-type: none"> • Review Formative Question • 10 sentence informational response • Key Vocabulary list and Post 	<ul style="list-style-type: none"> • Review Formative Question • 10 sentence informational response • Key Vocabulary list and Post 	<ul style="list-style-type: none"> • Review Formative Question • 10 sentence informational response • Key Vocabulary list and Post 	<ul style="list-style-type: none"> • Review Formative Question • 10 sentence informational response • Key Vocabulary list and Post 	<ul style="list-style-type: none"> • Review Formative Question • 10 sentence informational response • Key Vocabulary list and Post
Instructional Activities/ Strategies	<p>Whole Group instruction on Ethnic Groups in Africa and the diversity of religions within the ethnic groups.</p> <p>Students will utilize Cornell notes provided by the teacher & online textbook. In addition, students will complete a graphic organizer of key terms in cooperative learning groups</p>	<p>Students will use Africa’s Ethnic group readings to complete graphic organizer, color code map of Africa to represent location of ethnic groups, and answer critical thinking questions on diversity among ethnic groups in Africa or guiding questions from the previous reading.</p>	<p>KWL Chart for the following terms: unitary, confederate, federal, autocratic, oligarchy, and democratic</p> <p>Video Clip: Mr. Parker describes distribution of power and citizen participation according to each government term. (7 minutes for each video clip)</p> <p>Students will draw the diagrams Mr. Parker shows them to help remember government terms.</p> <p>Video clip: The crazy lady (3 minutes) Students will complete a final poster over her diagrams.</p>	<p>Students will be divided into 3 groups. They will be provided with printed copies of the CIA Fact Book from www.cia.gov. They will use the information to describe the structure of the national governments of one of these three countries: Kenya, South Africa, and Sudan. Students will include type of government, form of leadership, and role of citizen, and type of legislature. The classifications will be drawn from CG1 notes in order for students to use specific vocabulary of the standard. Students will organize information on butcher paper.</p>	<p>Student-Teacher One on One Conference to discuss formative warm-up questions.</p> <p>Students will use CIA packet information to complete charts on Nigeria and South Africa. Students will use their notes to create a comparison and contrast Venn Diagram on Nigeria and South Africa. Students will use their notes and venn diagram to create a poster venn diagram in collaborative pair. The collaborative pair will then hang poster on the wall for ticket out the door observations.</p> <p>Each group will present their findings to the class. During the presentation students should take notes. Each student will use their notes to create a graphic organizer that compares this data.</p>
Differentiation	Whole Group Cooperative Group Flexible Group Centers/Stations	Cooperative Group Flexible Group Centers/Stations	Whole Group	Cooperative Group Flexible Group Centers/Stations	Whole Group Cooperative Group Flexible Group Centers/Stations

Accommodations	Printed PowerPoint for highlighting, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Printed PowerPoint for highlighting, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Test read aloud, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher
	Monday 2/9	Tuesday 2/10	Wednesday 2/11	Thursday 2/12	Friday 2/13
Study Skills Plan	Advisement	Stock Market Game	Stock Market Game	Stock Market Game	Stock Market Game
Warm-Up	<ul style="list-style-type: none"> Review Formative Question 10 sentence informational response Key Vocabulary list and Post 	<ul style="list-style-type: none"> Review Formative Question 10 sentence informational response Key Vocabulary list and Post 	<ul style="list-style-type: none"> Review Formative Question 10 sentence informational response Key Vocabulary list and Post 	<ul style="list-style-type: none"> Review Formative Question 10 sentence informational response Key Vocabulary list and Post 	<ul style="list-style-type: none"> Review Formative Question 10 sentence informational response Key Vocabulary list and Post
Instructional Activities/ Strategies	<p>Each pair will answer a question.</p> <ol style="list-style-type: none"> How do the unitary, confederation, and federal government systems distribute power? How do autocratic, oligarchic, and democratic governments determine citizen participation? What are the components of parliamentary and presidential governments? What distinguishes the form of leadership, public voting procedures and personal freedoms the republican 	<p>Students will use comparative data to answer critical thinking questions and to create an individual bar graph to compare the access to education in Kenya and Sudan incorporating various factors including gender.</p> <p>Some students will then get into flexible groups to combine individual graphs into one graph for a poster.</p>	<p>RAFT Assignment: For the nations of Kenya and Sudan, student will compare the types of government, stability of government, available jobs, factors influencing access to education, conditions of famine and AIDS, and personal freedoms including gender bias. Student will be assigned to role of a female citizen, a male citizen, a governmental official, a world health expert, U.N. peacekeeper, the surviving relative of a child dying of AIDS, farmer, or refugee. In their role, student will present their case for change in their respective nation.</p>	<p>Hotspots of Hunger, African Health Issues, & Literacy Rates by gender in Africa handouts</p> <p>analyzing Africa AIDS/Famine political cartoons.</p>	<p>Student-Teacher One on One Conference to discuss formative warm-up questions.</p> <p>Hotspots of Hunger, African Health Issues, & Literacy Rates by gender in Africa handouts</p> <p>analyzing Africa AIDS/Famine political cartoons.</p>

	<p>systems of government in the Republic of Kenya, the Republic of South Africa and the dictatorship of the Republic of Sudan?</p> <p>All of the Greens should be asked to identify role of the government and the Yellows, will identify role of the citizen. The students will record their results on a “role of government vs. role of citizen” chart that they will post around the room. The class will review all of the results and add any missed data.</p> <p>Students will work in cooperative learning groups to complete vocabulary TIP activity over the relevant key terms.</p>				
	Monday 2/23	Tuesday 2/24	Wednesday 2/25	Thursday 2/26	Friday 2/27
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Instructional Activities/ Strategies	HIV/AIDS Statistic Sheets, HIV/AIDS in Africa reading of primary and secondary sources, answer critical thinking questions	Survival in the Jungle Economic Activity	Students will work in cooperative learning groups to complete vocabulary TIP activity over the relevant key terms.	Students will be divided into 2 groups. They will be provided with printed copies of the CIA Fact Book from www.cia.gov to compare the economies of Nigeria and South Africa.	Student-Teacher One on One Conference to discuss formative warm-up questions. Students will utilize Cornell notes provided by the teacher & online textbook. In addition, students will complete a graphic

					organizer of key terms in cooperative learning groups from whole group instruction on trade barriers, specialization, and exchange rate.
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Accommodations	Printed PowerPoint for highlighting, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Printed PowerPoint for highlighting, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher	Test read aloud, verbal and written directions, modified assignments, students may take frequent breaks, instruction broken into smaller parts, modified length of written assignments, individual help from teacher
	Monday 3/2	Tuesday 3/3	Wednesday 3/4	Thursday 3/5	Friday 3/6
Study Skills Plan	Advisement	Stock Market Game	Stock Market Game	Stock Market Game	Stock Market Game
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Instructional Activities/ Strategies	Day 1 Apartheid Simulation with self evaluation and discussion questions (How did this system make you feel? Was it fair? Who was happy with the situation? Who was not happy? How would you try to change the situation to make it fairer for everyone?)	Day 2 Apartheid Discuss the scenarios in the Families and Apartheid reading, which were taken from South African newspapers and reports from human rights organizations. With Elbow partner Discussion questions (What would you do if your freedom was taken from you? What if you were arrested for protesting? Would you still fight? What if you were a part of the privileged minority and disagreed with the laws? Would	Day 3 Apartheid Socratic Seminar Choose one of these scenarios for a mock trial. Give each student a copy of the <i>Laws of South Africa</i> reading, and discuss the laws that existed during Apartheid in order to prepare for the trial. Assign roles to students: defendant(s), plaintiff, defense's lawyer, plaintiff's lawyer, witnesses	Day 4 Apartheid Nelson Mandela Bio Poems Bio 100 word research	Day 5 Apartheid Student-Teacher One on One Conference to discuss formative warm-up questions. Nelson Mandela: A Long Walk to Freedom Movie

		you voice your beliefs? What would the consequences likely be? Would it be worth it? Why or why not?)			
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