### Unit Vocabulary: Africa History Terms:
- political boundaries
- nationalism
- independence
- guerilla
- Apartheid
- Nelson Mandela
- F.W. de Klerk
- Pan-Africanism
- Pan African Movement

### Africa Vocabulary:
- deforestation
- desertification
- infrastructure
- landlocked
- irrigation
- slash and burn farming
- subsistence farming
- ethnic group
- religious group
- Arabs
- Ashanti
- Bantu
- Swahili
- alliance
- separation of powers
- checks and balances
- constitution
- dictator
- famine
- consumption
- apartheid
- sanction
- voluntary trade
- specialization
- trade barriers
- tariffs
- quotas
- embargoes
- Gross Domestic Product
- entrepreneur

### Instructional Strategies Used:
- Technology
- Reading and Response
- Creating games
- Creating graphic organizer
- Map skills
- Writing

### Day 1
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
- d. Explain the impact of the Pan African movement

### Day 2
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

### Day 3
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
- d. Explain the impact of the Pan African movement

### Day 4
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
- d. Explain the impact of the Pan African movement

### Day 5
SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.
- e. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries
- f. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria
- g. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W. de Klerk
- h. Explain the impact of the Pan African movement

### Essential Question:
- What is Apartheid? Who is Nelson Mandela? How did Mandela change the governmental policies in South Africa? Who was the first black South African President? What role did President F.W.
- What vocabulary is essential to understanding Africa’s culture, environment, and history?
<table>
<thead>
<tr>
<th>deKlerk play in the life of Mandela and the South African people? What was the Pan-African movement?</th>
<th>deKlerk play in the life of Mandela and the South African people? What was the Pan-African movement?</th>
<th>deKlerk play in the life of Mandela and the South African people? What was the Pan-African movement?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mini Lesson:</strong></td>
<td><strong>Mini Lesson:</strong></td>
<td><strong>Mini lesson:</strong></td>
</tr>
<tr>
<td>1. Warm Up</td>
<td>1. Warm Up</td>
<td>1. Warm Up</td>
</tr>
<tr>
<td>3. After reviewing and studying about Mandela each student will apply one event of Mandela’s life to the class time</td>
<td>3. After reviewing and studying about Mandela each student will apply one event of Mandela’s life to the class time</td>
<td>3. Jeopardy game: Africa Review</td>
</tr>
<tr>
<td>Students will write a short reflection in the voice of Mandela for each event of the timeline.</td>
<td>Students will write a short reflection in the voice of Mandela for each event of the timeline.</td>
<td></td>
</tr>
<tr>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
</tr>
<tr>
<td>6. 3-2-1 Formative Assessment</td>
<td>6. 3-2-1 Formative Assessment</td>
<td>6. 3-2-1 Formative Assessment</td>
</tr>
</tbody>
</table>

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Formative Assessments: Warm Up answers; Chapter questions and answers; SI answers

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Formative Assessments: Warm Up answers; Chapter questions and answers

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Review game – very visual and supports student motivation

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Review game – very visual and supports student motivation

<table>
<thead>
<tr>
<th>Mini Lesson:</th>
<th>Mini Lesson:</th>
<th>Mini lesson:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warm Up</td>
<td>1. Warm Up</td>
<td>1. Warm Up</td>
</tr>
<tr>
<td>3. After reviewing and studying about Mandela each student will apply one event of Mandela’s life to the class time</td>
<td>3. After reviewing and studying about Mandela each student will apply one event of Mandela’s life to the class time</td>
<td>3. Jeopardy game: Africa Review</td>
</tr>
<tr>
<td>Students will write a short reflection in the voice of Mandela for each event of the timeline.</td>
<td>Students will write a short reflection in the voice of Mandela for each event of the timeline.</td>
<td></td>
</tr>
<tr>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
<td>5. Once each student has written the reflection, the class will stand in a circle and read their excerpt orally to the group.</td>
</tr>
<tr>
<td>6. 3-2-1 Formative Assessment</td>
<td>6. 3-2-1 Formative Assessment</td>
<td>6. 3-2-1 Formative Assessment</td>
</tr>
</tbody>
</table>

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Formative Assessments: Warm Up answers; Chapter questions and answers; SI answers

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Formative Assessments: Warm Up answers; Chapter questions and answers

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Review game – very visual and supports student motivation

**Differentiation:**
- Depth of teacher instruction vs. independent learner
- Paired, small group, and whole group learning/discussions
- Review game – very visual and supports student motivation

<table>
<thead>
<tr>
<th>Test:</th>
<th>Test:</th>
<th>Test:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Review</td>
<td>1. Review</td>
<td>1. Review</td>
</tr>
<tr>
<td>2. Test: vocabulary and test questions</td>
<td>2. Test: vocabulary and test questions</td>
<td>2. Test: vocabulary and test questions</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Formative Assessments: Warm Up answers; Chapter questions and answers</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Formative Assessments: Warm Up answers; Chapter questions and answers</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Formative Assessments: Warm Up answers; Jeopardy Game and Quizlet answers</td>
<td></td>
</tr>
<tr>
<td>Assessment:</td>
<td>Summative Assessment: Student Answers to test</td>
<td></td>
</tr>
</tbody>
</table>

| Homework: | Study Island assignments already assigned in “My Class” |
| Homework: | Study Island assignments already assigned in “My Class” |
| Homework: | Study Island assignments already assigned in “My Class” |
| Homework: | Study Island assignments already assigned in “My Class” |