

**HPISD CURRICULUM**  
(SOCIAL STUDIES, GRADE 6)

**EST. NUMBER OF DAYS: 7A 5 DAYS, 7B 5 DAYS, 7C 5 DAYS, 7D 5 DAYS**

<p><b>UNIT NAME</b></p>	<p><b>TOPIC 7A: SUB-SAHARAN AFRICA: WEST AFRICA</b>  <b>TOPIC 7B: SUB-SAHARAN AFRICA: CENTRAL AFRICA</b>  <b>TOPIC 7C: SUB-SAHARAN AFRICA: SOUTHERN AFRICA</b>  <b>TOPIC 7D: SUB-SAHARAN AFRICA: EAST AFRICA</b></p>
<p><b>Unit Overview</b></p>	<p><b>A-D:</b> In this unit, students will be introduced to the geography and people of Africa. They will learn about the physical and human features of these unique areas, including cultural and social issues.</p>
<p><b>Generalizations/Enduring Understandings</b></p>	<p><b>A-D:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life.</li> <li>● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another.</li> <li>● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures.</li> <li>● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Geographic factors explain patterns of population and location of economic activities in places and regions.</li> <li>● Geographic factors shape the domestic and foreign policies of a society.</li> <li>● Interactions between people and the physical environment impact the development of places and regions.</li> <li>● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world.</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of organized government that determines the distribution of power and the decision making process.</li> <li>● Opportunities for citizens to participate in and influence the political process vary among societies.</li> <li>● Citizens exercise various rights and responsibilities depending on their form of government.</li> </ul>

	<p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of economic system that determines how the wants and needs of the society are met. (traditional, command, market, free enterprise system)</li> <li>● Free enterprise systems offer economic benefits.</li> <li>● The uneven distribution of factors of production (natural, human and capital resources) leads to conflict or interdependence.</li> <li>● Many criteria are used to assess the level of economic development and quality of life in places and regions.</li> </ul>
<p><b>Concepts</b></p>	<p><b>A:</b> One of the strongest bonds that Africans have is belonging to a group or family, which is highlighted by the innumerable ethnic groups found throughout Africa.  <b>B:</b> Africa has the world’s fastest-growing and youngest population.  Africa’s current political and economic difficulties are rooted, in part, in its colonial past.  <b>C:</b> Social traditions and change  <b>D:</b> Most of the continent of Africa is located within the Tropics.  People and animals face challenges to survival.</p>
<p><b>Guiding/Essential Questions</b></p>	<p><b>A:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● What is the major challenge facing the countries of West Africa today?</li> <li>● What are the four largest Ethnic groups in Nigeria?</li> <li>● What religion do most people of the Sahel follow?</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● What major landforms make up the geography of Nigeria?</li> <li>● Why is the name Sahel an appropriate name for the region?</li> <li>● Why are ships unable to sail very far inland in West Africa?</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● Why have there been so many conflicts in Nigeria since 1960?</li> <li>● Why did the people of Liberia choose Liberia as the name of their new country?</li> <li>● How did the slave trade affect the nations of Africa?</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● Why is level of poverty high in Nigeria, a major oil producing country?</li> </ul> <p><b>B:</b></p> <p><b>Culture</b></p>

- Why is treatment of infected humans only part of the solution to eliminating sleeping sickness and malaria?
- How do rhythm, elements of jazz, and drums impact African arts.
- Why were “trade days” important to African villagers?

**Geography**

- What are the major geographic features of Central Africa?
- Why is the Congo River important to Africa?
- How has being a coastal country helped Cameroon become more industrialized?

**Government**

- From which country did both Congo and Gabon win its independence?
- Why are the countries of Central Africa so poor when they are so rich with natural resources?

**Economics**

- What industries do the countries of Congo and Gabon rely on?
- Why has Central Africa not taken advantage of its natural resources?
- What two countries produce the most diamonds in Africa?

**C:**

**Culture**

- What challenges face South Africa?
- What is the major religion of South Africa?
- What was the relationship between the inland countries of southern Africa and Great Britain?

**Geography**

- Why is Madagascar filled with so many unique plants and animals not found elsewhere in the world?

**Government**

- What is the meaning of apartheid?
- Who is Nelson Mandela?
- What major social and political changes has South Africa experienced?

**Economics**

- What factors contribute to a nation’s weak economy?
- What factors have enabled South Africa to become the most industrialized county of the continent?
- Why do you think workers in Lesotho and Swaziland travel to South Africa to work in mines?

Can a county protect its environment and provide a good living for its people?

**D:**

**Culture**

- How do ethnic differences create problems for the countries of East Africa?
- What are the major languages spoken in Kenya?

	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● What major physical features make up the geography of Kenya?</li> <li>● How has drought affected the people of Ethiopia?</li> <li>● How was the Great Rift Valley formed and how far does it extend?</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● What groups have been involved in civil war in Sudan?</li> <li>● What ethnic groups have been involved in civil war in the countries of Rwanda and Burundi?</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● Which is more important – preserving forests and wildlife, or using the land to develop Africa’s economy?</li> <li>● What are the main economic activities of Tanzania?</li> <li>● How can AIDS affect a country’s economy?</li> </ul>	
<b>Learning Targets</b>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>● <b>Students can identify and explain the lasting effects of colonialism on Sub-Saharan Africa.</b></li> <li>● <b>Students can identify the physical features of Sub-Saharan Africa and can explain the human-environment interaction.</b></li> <li>● <b>Students understand the connection between government bureaucracies in the allocation of resources to the people.</b></li> <li>● <b>Students understand the diversity of tribal cultures in Sub-Saharan Africa.</b></li> </ul>	
<b>Formative Assessments</b>	<b>Brainpop, Studystack, Lesson Quiz and Class Discussion Board</b>	
<b>Summative Assessments</b>	<b>Topic Test and Topic Inquiry Assessment, Africa Photoscope, National Geographic Kids PBL</b>	
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>(1) History. The student understands that historical events influence contemporary events. The student is expected to:</b></p> <p>(A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and</p>	<p><b>Including invasion, conquests, colonization, immigration, and trade throughout Africa</b></p>
	<p>(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.</p>	
	<p><b>(2) History. The student understands the</b></p>	

	<p><b>influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to:</b></p> <p>(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.</p>	
	<p><b>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</b></p> <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments;</p>	
	<p>(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;</p>	
	<p>(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and</p>	
	<p>(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;.</p>	
	<p><b>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location. The student is expected to:</b></p> <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</p>	
	<p>(B) identify and explain the geographic factors responsible for patterns of population in places and regions;</p>	<p><b>Including Sahara Desert, and Sahel</b></p>

	(C) explain ways in which human migration influences the character of places and regions;	
	(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and	<b>Including Sahara Desert, Sahel, Congo River, Great Rift Valley, Mount Kilimanjaro, Lake Tanganika, Namib Desert, and Lake Victoria</b>
	(E) draw sketch maps that illustrate various places and regions; and	
	(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People's Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.	<b>Including countries of Africa</b>
	<b>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</b> (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;	
	(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and	
	(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	
	<b>(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</b> (A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth's surface;	<b>Including desertification of Sahara</b>
	(B) identify the location of renewable and nonrenewable natural resources such as fresh water,	<b>Including droughts and famines</b>

	fossil fuels, fertile soils, and timber; and	
	(C) analyze the effects of the interaction of physical processes and the environment on humans.	
	<b>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</b> (A) identify and analyze ways people have adapted to the physical environment in various places and regions;	
	(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and	<b>Including mining of gems</b>
	<b>(8) Economics. The student understands the factors of production in a society's economy. The student is expected to:</b> (A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;	
	(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and	
	<b>(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</b> (B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and	<b>Including life expectancy, GDP, and literacy</b>
	<b>(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</b> (A) identify and describe examples of limited and	

	unlimited governments such as constitutional (limited) and totalitarian (unlimited);	
	(C) identify reasons for limiting the power of government; and	
	(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.	<b>Including the oppression on Christians in Sudan, ethnic conflicts in Rwanda and Burundi</b>
	<b>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</b> (B) identify and describe common traits that define cultures;	
	(E) analyze the similarities and differences among various world societies; and	
	(F) identify and explain examples of conflict and cooperation between and among cultures.	<b>Including cooperation in fight against AIDS and malaria</b>
	<b>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</b> (A) identify and describe how culture traits such as trade, travel, and war spread;	<b>Including trading among African villages and nations</b>
	(E) identify examples of positive and negative effects of cultural diffusion.	
	<b>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</b> (A) explain the relationships that exist between societies and their architecture, art, music, and literature;	
<b>Processes and Skills</b>	<b>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</b>	



	(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	
	(D) identify different points of view about an issue or current topic;	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	<b>Including maps and graphs of Africa</b>
	<b>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b> (A) use social studies terminology correctly;	
	<b>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</b> (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and	
	(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	
<b>Topics</b>	<b>A:</b> Kenya and Tanzania The Horn of Africa Uganda, Rwanda, and Burundi <b>B:</b> Central Africa: Life Along the Congo River Ethnic Diversity <b>C:</b> Nigeria Countries of the Sahel Coastal West Africa <b>D:</b> South Africa	

	Inland southern Africa Coastal countries along the Atlantic and Indian Oceans	
<b>Facts</b>		
<b>Language of Instruction</b>	refugees eco-tourist drought habitat genocide clans colonize savanna hydroelectric power Savanna Deforestation Subsistence farms cacao civil war industrialized country	
<b>State Assessment Connections</b>		
<b>National Assessment Connections</b>		
<b>Resources</b>	Nystrom atlas Junior Scholastic News Magazine <a href="http://www.socialstudies.tea.state.tx.us">www.socialstudies.tea.state.tx.us</a>	