# Seventh Grade Africa Unit

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
<th>GLCEs</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has the location of natural resources lead to conflict in Africa?</td>
<td>The location of natural resources has lead to conflict in Africa.</td>
<td><em>G2.1.1:</em> Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</td>
<td>Required: Seventh Grade Europe Assessment</td>
</tr>
<tr>
<td>What are the drivers of conflict in Darfur?</td>
<td>Darfur’s humanitarian crisis is a result of political, social, and geographic conflicts.</td>
<td><em>G1.3.1:</em> Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</td>
<td>Formative Lesson 1 – Africa Ad Lesson 3-7 – Sudan Map Lesson 8 – Darfur Media Project</td>
</tr>
<tr>
<td>What affects has colonialism had on Africa?</td>
<td>Colonialism has impacted Africa’s present.</td>
<td><em>G1.1.1:</em> Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales</td>
<td>District:</td>
</tr>
</tbody>
</table>

**Key Terms & Vocabulary**
- Ethnicity
- Sahel
- Sahara
- Rainforest
- Ethiopian Highlands
- Swahili Coast
- Southern Africa
- Great Lakes Region
- Darfur
- Janjaweed
- African Union

<table>
<thead>
<tr>
<th>GLCEs</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>G5.1.1:</em> Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification of the Sahel Region of North Africa, deforestation of the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).</td>
<td></td>
</tr>
<tr>
<td><em>H1.4.2:</em> Describe and use themes of history to study patterns of change and continuity.</td>
<td></td>
</tr>
<tr>
<td><em>G4.4.1:</em> Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture and wealth).</td>
<td></td>
</tr>
<tr>
<td><strong>Seventh Grade Africa Unit</strong></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>G2.2.1:</strong> Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</td>
<td></td>
</tr>
<tr>
<td><strong>E3.3.1:</strong> Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</td>
<td></td>
</tr>
<tr>
<td><strong>C4.3.2:</strong> Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).</td>
<td></td>
</tr>
<tr>
<td><strong>C1.1.1:</strong> Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.</td>
<td></td>
</tr>
<tr>
<td><strong>G1.3.3:</strong> Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</td>
<td></td>
</tr>
<tr>
<td>G5.1.2</td>
<td>Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).</td>
</tr>
</tbody>
</table>

Calhoun ISD Social Studies Curriculum Design Project
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>GLCEs</th>
<th>Included Resources</th>
<th>Needed Resources</th>
<th>Suggested Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>African Geography Advertisement</td>
<td>G1.1.1 G1.3.1 G2.1.1</td>
<td><em>Africa Geography Advertisement Overview</em>&lt;br&gt;<em>Africa Geography Advertisement Note Sheet</em>&lt;br&gt;<em>Sample Africa Ad</em></td>
<td>PBS Research Site&lt;br&gt;Africa Tourism Website&lt;br&gt;Creative Commons Image Search</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>African History: Scramble for Africa</td>
<td>G1.1.1 G1.3.1 H1.4.2</td>
<td><em>The Berlin Conference</em>&lt;br&gt;<em>Scramble for Africa Note Sheet</em>&lt;br&gt;<em>Scramble for Africa Game</em></td>
<td>Colonization Video&lt;br&gt;Africa Natural Resources Map Original Scramble for Africa Game</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Colonization and Darfur: An Introduction to the Conflict</td>
<td>G4.4.1 G2.2.1 G1.1.1 G1.3.1 G1.3.1</td>
<td><em>Darfur Study Guide</em>&lt;br&gt;<em>Sudan Map</em>&lt;br&gt;<em>Sudan Ethnicity, Religion, Oil, and Desertification Map and Rubric</em>&lt;br&gt;<em>Darfur PowerPoint</em>&lt;br&gt;<em>Darfur in Crisis</em></td>
<td>Darfur in 10 Minutes: An Overview of the Conflict&lt;br&gt;Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS. Ethnicity is covered in the video from the beginning until 3:16.</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>The Economics of Oil in Darfur</td>
<td>E3.3.1 G4.4.1 C4.3.2</td>
<td><em>Sudan Map</em>&lt;br&gt;<em>Sudan Ethnicity, Religion, Oil, and Desertification Map</em></td>
<td>Darfur in 10 Minutes: An Overview of the Conflict&lt;br&gt;Oil is covered in the video from 3:17-5:21</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Additional Information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 5      | Government in Darfur | C1.1.1, G1.3.3, E3.1.1  
Darfur PowerPoint (slides 11-18)  
PLEASE NOTE: PORTIONS OF THIS CONTENT ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS  
Darfur Study Guide  
Darfur in Crisis on Google Earth  
“Government and China” is covered in the video from 5:10 – 7:22 (PORTIONS OF THIS SECTION DEPICTING THE GOVERNMENT’S ATTACK ON REBELS ARE EXTREMELY GRAPHIC. STUDENTS SHOULD NOT VIEW 6:30-7:02.) |
| 6      | Janjaweed – Herders vs. Farmers | G4.4.1  
Darfur PowerPoint (slides 20-25)  
Darfur Study Guide.  
Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic)  
The relationship between herders and farmers is covered in the video from 7:25 – 9:10. |
| 7      |  | G5.1.1, G5.1.2  
Sudan Map  
Desertification PowerPoint  
Darfur Study Guide  
Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic)  
The relationship between herders and farmers that is caused by desertification is covered in the video from 7:25 – 9:10. |
| Raising |  | P4.2.1  
Darfur Media Festival |
| 8 | Awareness – Darfur Media Festival | P4.2.2  
P4.2.3  
G4.4.1 | Overview  
Darfur Media Festival Rubric  
Darfur in Crisis on Google Earth |
Lesson 1
Title: African Geography Advertisement

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, and region) to describe regions or places on earth.
- 7 – G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Abstract: Students will create an advertisement about the landforms and climate of a region within Africa that will attempt to persuade people to visit their region.


Sequence of Activities:

1. Students will begin their study of Africa by creating a persuasive advertisement about one region in Africa.
2. Provide students with the Africa Geography Advertisement Overview and Rubric as well as the Africa Geography Advertisement Note Sheet.
   - These documents provide a detailed account of the steps needed to complete this activity.
3. Throughout the next few days, teachers will guide students in their research of one African region.
4. Once students have completed their notes, they will create an advertisement and share it with the class (if time permits). NOTE: Students should be familiar with the various regions of Africa for the assessment.

Connections:
Language Arts
Science

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Africa Unit

Student Resources
Africa Geography Advertisement Overview
Africa Geography Advertisement Note Sheet
Sample Africa Ad
PBS Research Site
Africa Tourism Website
Creative Commons Image Search

Teacher Resources

Technology Extensions

See above
Africa Geography Advertisement Overview and Rubric

Students will create an advertisement about the landforms and climate of a region within Africa that will attempt to persuade people to visit their region. The poster will detail vegetation, rainfall, and temperature. Information will be collected through a PBS’ website and shared through a Microsoft Publisher poster.

Day One:
Collect information and images about the temperature, rainfall, and vegetation of the region using the PBS website. Record this info on the Climate and Vegetation note sheet on Moodle.

Day Two:
Put the information into a persuasive paragraph. View Africa Ads website on Moodle for an example of how to make tourist sites sound appealing.

Day Three:
Collect pictures that represent the temperature, rainfall, and vegetation (No more than 3 pics). Save these in your documents at school.

Day Four:
Combine the pictures and text on Microsoft Publisher

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Temperature</td>
<td>The advertisement accurately describes the region’s average temperature.</td>
<td>The advertisement partially describes the region’s average temperature.</td>
<td>The advertisement does not describe the region’s average temperature.</td>
</tr>
<tr>
<td>Rainfall</td>
<td>The advertisement accurately describes the region’s wet season AND annual rainfall</td>
<td>The advertisement partially describes the region’s wet season AND annual rainfall.</td>
<td>The advertisement does not describe the region’s wet season AND / OR annual rainfall.</td>
</tr>
<tr>
<td>Vegetation</td>
<td>The advertisement accurately describes the region’s vegetation.</td>
<td>The advertisement partially describes the region’s vegetation.</td>
<td>The advertisement does not describe the region’s vegetation.</td>
</tr>
<tr>
<td>Details and Examples</td>
<td>The advertisement includes relevant details about the region including specific locations, names of vegetation. The reader is left with no questions about the location.</td>
<td>The advertisement includes some relevant details about the region. Some names and vegetation are not included. The reader has some questions.</td>
<td>The advertisement includes little detail about the region.</td>
</tr>
</tbody>
</table>
African Geography Advertisement Note Sheet

Use this sheet to record notes about your African region.

<table>
<thead>
<tr>
<th>Vegetation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rainfall</td>
<td>Annual Rainfall</td>
</tr>
<tr>
<td></td>
<td>When is the wet season?</td>
</tr>
<tr>
<td>Temperature</td>
<td>Average temperature?</td>
</tr>
<tr>
<td>Interesting Facts</td>
<td></td>
</tr>
</tbody>
</table>

You must have at least two specific examples of vegetation, the annual rainfall (in inches), when the wet season takes place, and average temperature for full credit.
South Africa

Think your grandma is old? If so, you should visit South Africa’s beautiful 2.6 billion year old rock formation!

South Africa contains one of Earth’s oldest soil and rock formations. Aside from beautifully old rocks, South Africa boosts a wide range of rainfall totals. Rainy periods are common from November to March, plus depending on the area, rainfall can range from 2 inches to 40 inches per year... talk about a variety.

If you like to mix it up, South Africa has a variety of temperatures. During the summer (November—March), temperatures reach the low 80’s! That’s perfect for a tan!! Finally, South Africa’s landscape offers many different types of vegetation. From grasslands to tiny lollipop looking plants, South Africa has a plant for everyone.
Lesson 2
Title: African History: Scramble for Africa

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, and region) to describe regions or places on earth.
- 7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity

Abstract: Students will hold a mock Berlin Conference in which they will determine which African countries to colonize based on their European country’s needs.

Key Concepts: Berlin Conference, colonization.

Sequence of Activities:

1. Prior to the lesson, teachers should review the Scramble for Africa Game document. This document explains the organization of the game, scoring rules, and contains reproducible telegram cards. This activity was adapted from the activity found here.
2. Begin by discussing the idea of colonization and why European countries would want to colonize Africa. A good overview video of the topic can be found here.
3. Once you have established reasons for a European country wanting to colonize an African country, have students read The Berlin Conference document for an introduction to the purpose and background of the conference.
4. Next, place students in groups and tell them which European country they will represent. Distribute the country cards (found at the bottom of the bottom of the Scramble for Africa Game document) to students. Then, provide each group with a Telegram Card that details their country’s needs from the Berlin Conference.
5. Students should access the Africa Natural Resources Map and determine which countries would be ideal for colonization based on their needs. Provide students with the Scramble for Africa Note Sheet to help them organize their findings.
6. Once students have completed their research, the game will begin. If possible, hang a large map of Africa on the wall to use to record countries that have been colonized. Complete rules for the game can be found in the Scramble for Africa Game document.

Connections:

Instructional Resources:

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Africa Unit

**Equipment/Manipulative**

Computer lab or Internet access

**Student Resources**

*The Berlin Conference*

*Colonization Video*

*Africa Natural Resources Map*

*Scramble for Africa Note Sheet*

**Teacher Resources**

*Original Scramble for Africa Game*

*Scramble for Africa Game*

**Technology Extensions**

See above
The Berlin Conference - Europe Dividing up Africa

The Berlin Conference, held in Berlin, Germany in 1884, was a meeting that helped divide up the continent of Africa. The continent was divided up by several countries in Europe (Great Britain, France, Belgium, and Germany to name a few).

The countries took it upon themselves to divide up the parts of Africa based on their needs. For example, if a country wanted access to fishing ports and minerals, then they would ask to take over a country with a coast and mineral wealth. At this time coal was an important natural resource due to its ability to power steam engines. Obviously countries with coal deposits were valuable.

Unfortunately, none of the countries decided to ask the people of Africa if they wanted to be governed by European countries. Once the Berlin Conference was complete, the European countries simply moved in and divided up the natives as they saw fit. As you will learn, the division that European countries caused in the 1800's has created conflict that African nations are still dealing with today.
Scramble for Africa Note Sheet

Please use this note sheet to help you organize your research on the various countries available in the Scramble for Africa.

What does your country need in terms of resources from Africa? (This comes from the Urgent Telegram Card)

List the African countries that can provide you with the resources you need below: (Remember, a country that has all of the resources you need would work best)

After looking at your country’s needs and the list of available countries, put the following countries in order from most desirable to least desirable. You can rearrange the list so that your first choice is on top.

   Sudan
   South Africa
   Algeria
   Niger
   Democratic Republic of Congo
   Namibia
   Nigeria
   Chad

Africa – Lesson 2
Scramble for Africa Game

The following countries will meet at a mock Berlin Conference to determine who will receive certain African countries:

1. Great Britain
2. France
3. Belgium
4. Germany

The following African countries are available for colonization. Some of their resources are listed:

1. Sudan H,AG
2. South Africa D,M,F
3. Algeria O,G
5. Democratic Republic of Congo AG,D,M
6. Namibia M,D,F
7. Nigeria M,G,O
8. Chad H

The following resources are available in Africa:

1. Diamonds (D)
2. Minerals (M)
3. Fishing (F)
4. Herding (H)
5. Commercial Agriculture (Ag)
6. Oil (O)
7. Natural Gas (G)

Before the game the students will research the countries’ resources in order to select the best country based on their country’s needs. The needs of the countries are listed below:

1. Great Britain – H, AG, D,M,F
2. France – O, NG,M
3. Belgium – AG,D,M
4. Germany – M,O,G,D

Students will receive the country’s needs on their Urgent Telegram Card. From there, they will research the natural resources of the country. Once research is complete, students will come back to the mock Berlin Conference and begin to select their countries based on their needs. Each country will get to select one country during the first round. Students will select their country by writing on a secret ballot. The ballot will be revealed at the end of the round. Any countries that pick the same one will have a war. The war is rock, paper, scissors. Same process for the second round.

Africa – Lesson 2
Scoring:

Once both rounds have been completed, students will receive their scores using the score map.

1. Sudan H, AG
   a. GB -3
   b. Belgium – 2
   c. Others - 1

2. South Africa D, M, F
   a. GB – 3
   b. Belgium and Germany -2
   c. Others -1

3. Algeria O, G
   a. Germany – 3
   b. France -2
   c. Others -1

   a. Germany -3
   b. GB and France – 2
   c. Others -1

5. Democratic Republic of Congo A, G, D, M
   a. Belgium and GB -3
   b. Germany -2
   c. Others -1

6. Namibia M, D, F
   a. GB -3
   b. Belgium and Germany -2
   c. Others -1

7. Nigeria M, G, O
   a. Germany -3
   b. France -2
   c. Others -1

8. Chad H
   a. GB -3
   b. Others -1
URGENT!

Your foreign minister would like to update you on Great Britain’s needs for the Berlin Conference. The country is in need of the following resources:

- Land for herding cattle
- Commercial Agriculture Land
- Diamond Mines
- Minerals
- Fishing Ports

Please ensure our country’s success be securing the best countries possible based on our needs!

Sincerely,
Winfred D. Smitherton
Foreign Minister

URGENT!

Your foreign minister would like to update you on Belgium’s needs for the Berlin Conference. The country is in need of the following resources:

- Diamond Mines
- Commercial Agriculture Land
- Minerals

Please ensure our country’s success be securing the best countries possible based on our needs!

Sincerely,
Charlene J. Berlinmeister
Foreign Minister

URGENT!

Your foreign minister would like to update you on Germany’s needs for the Berlin Conference. The country is in need of the following resources:

- Oil
- Minerals
- Natural Gas
- Diamonds

Please ensure our country’s success be securing the best countries possible based on our needs!

Sincerely,
Helga Berlinstein
Foreign Minister
URGENT!

Your foreign minister would like to update you on France’s needs for the Berlin Conference. The country is in need of the following resources:

- Oil
- Natural Gas
- Minerals

Please ensure our country’s success be securing the best countries possible based on our needs!

Sincerely,
Gaston Frenchypants
Foreign Minister

During the Berlin Conference you will represent Great Britain

During the Berlin Conference you will represent France

During the Berlin Conference you will represent Belgium

During the Berlin Conference you will represent Germany
Lesson 3
Title: Colonization and Darfur: An Introduction to the Conflict

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture and wealth).
- 7 – G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
- 7 – G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 7 – G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Abstract: Students will begin their investigation into the genocide in Darfur by connecting colonization by Europeans to current issues with ethnicity and religion. This information will be displayed by creating a thematic map that shows the location of major ethnic and religious groups in Darfur.

Key Concepts: ethnicity, genocide, colonization, Arab, Muslim, black, Christian, Fur

Sequence of Activities:

1. In this lesson students will begin their investigation into the genocide in Darfur, Sudan. Establish with students what genocide is via classroom discussion.
2. Visit Darfur on Google Earth using the Darfur in Crisis file. Review with students the purposes and intent of the Berlin Conference. Have students who colonized Sudan share the reasons why their country colonized this area.
3. Show students the Darfur PowerPoint (teachers will use slides 1-7 in this lesson). The focus of this section of the PowerPoint is to establish understanding of ethnicity as well as the locations and names of the various ethnic and religious groups of Sudan. This information sets the groundwork for the rest of the unit; students must understand that Sudan is divided ethnically and religiously. However, there is a mix of Arabs and Blacks in Darfur, which is one reason conflict occurs. The division in ethnicity was established by European ideas during colonization.
4. Teachers may also wish to supply students with the Darfur Study Guide. This guide mirrors content from the Darfur PowerPoint.
5. Once students are familiar with the ethnic and religious terms and locations, they will need a copy of the Sudan Map. Students will use this map for the majority of the unit in order to map out ethnic groups, religion, location of oil, and areas undergoing desertification.

Calhoun ISD Social Studies Curriculum Design Project
6. For this lesson, students will also need a copy of the *Sudan Ethnicity, Religion, Oil, and Desertification Map and Rubric*. This document explains the mapping project that will take place throughout the unit.

7. The last resource for this unit is a video from YouTube, called *Darfur in 10 Minutes: An Overview of the Conflict*. Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.

8. Ethnicity is covered in the video from the beginning until 3:16.

**Connections:**
Science

**Instructional Resources:**

**Equipment/Manipulative**

Computer lab or Internet access

**Student Resources**
*Darfur Study Guide*
*Sudan Map*
*Sudan Ethnicity, Religion, Oil, and Desertification Map and Rubric*
*Darfur PowerPoint*

**Teacher Resources**
*Darfur in 10 Minutes: An Overview of the Conflict*
*Darfur in Crisis*

**Technology Extensions**

See above
Darfur Study Guide

Ethnicity

A group of people who share common characteristics such as ________, ________, and ________.

- Three Main Ethnicities in Sudan
  - Arab (______)
  - ____ (South)
  - Fur (______)

- These are separated based on the color of skin
  - Light skin = ___
  - Dark skin = Black

- The ____ your skin, the more important you are in Sudan’s government.

Ethnicity Essay Question:

How has ethnicity lead to conflict in Sudan? What Big Idea does this connect to?
Religion

- Two Main Religions in Sudan
  - _____ (North and Darfur)
  - Christian (_____)
- The government of Sudan is _____, _____.

Religion Essay Question:

How has religion lead to conflict in Sudan? What Big Idea does this connect to?
Oil in the Sudan

- There is oil in _______ Sudan.
- The only way to get the oil to the rest of the world is by a _______ in the _______.
- The people and government in the _______ have _______ from oil.
- People in the _____ were still poor.
- People in ______ weren’t included at all.
- This lead to ___ _____ between the North and South. The ____ was not included in the war.
- After the Civil War, the country ____ the ____ from the Oil.
- However, the Darfur region was still ____ from the profits.
- The Darfur was mad, so they _____ _____ on the government in Northern Sudan.

Government Information

- The President of Sudan is ______ al-Bashir .
- The government is a “___________”, but al-Bashir’s group took power by _______.
- ICC (International Criminal Court) has issued a warrant for al-Bashir’s arrest for crimes against _________.
- He responded by removing ALL ______ _______ from Darfur...because they were spying.

Oil in Sudan - China

- The government in the North was scared, so they called the country that owns 70% of their oil for help... ____________
- In order to protect their oil supply, ______ provided the Sudanese government with _____ to fight off the rebels.
Oil in Sudan – China (Cont.)

- To remove rebels from Darfur, the government would enter villages:
  1. _____ the village using Chinese bombers
  2. _____ up the village using the Chinese _____.
  3. Have armed _____ shoot the rest of the people who weren’t killed in the bombing or helicopter shooting.
  4. Have armed horsemen ___ ___ food supplies and burn them so that they won’t grow back.
  5. Ruin village wells by having armed horsemen throw dead bodies down the _____.

**Oil Essay Question:**

How has oil lead to conflict in Sudan? What Big Idea does this connect to?
Janjaweed – Herders Vs. Farmers

- These are the ____ horsemen
- Also known as ____ on Horseback
- They are ____ nomads from Dafur killing Black ____ from Darfur
- Until recently, herders and farmers in Darfur ____ ________.
- If the herder’s animal got loose and destroyed the land, the herder would ________ the farmer.
- Now there is ______ land. Herders don’t feel bad because they need land for their animals too.

Janjaweed Essay Question

How has the availability of land lead to conflict between the herders (Janjaweed) and farmers?
Desertification

- Desertification occurs where _____ is turned into _____.
- It occurs mainly in semi-arid lands which border the world's major _____
- One of the area of greatest risk is the ________.
- Desertification is caused by a change in climate (temperature or rainfall)

Sahel

- Periods of _____ and _______.
- Supports small _________.
- _________ trees.

Reasons for Desertification in the Sahel

- 1950/60's - ________ ________ rainfall, causing nomadic herders to settle and farmers to ________ agriculture.
- 1970's - ________ average rainfall leading to extreme ________. Crops and animals die. ______ advances.

Changes in the Land due to Desertification

1.
2.

Ways to Prevent Desertification

Desertification Essay Question

How has desertification lead to conflict in Sudan? What Big Idea does this connect to?
Darfur: Ethnicity, Religion, Oil, and Janjaweed.
Ethnicity

- A group of people who share common characteristics such as language, traditions, and culture.
- What does this look like in Battle Creek? Ethnic restaurants...
Ethnicity in Sudan

- Three Main Ethnicities in Sudan
  - Arab (North)
  - Black (South)
  - Fur (West) – These people are mix of Arab and Black
- These are separated based on the color of skin
  - Light skin = Arab
  - Dark skin = Black
- The lighter your skin, the more important you are in Sudan’s government.
Ethnicity

Fur

Arab

Black

Darfur

North

South
Religion

North

South

Darfur
Religion in Sudan

- Two Main Religions in Sudan
  - Muslim (North and Darfur)
  - Christian (South)
- The government of Sudan is Arab, Muslim.
Questions to Consider

- What caused the ethnic divide in Sudan?
- Why don’t the people in Darfur “fit in” with the government even though they are religiously Muslim?
- If you were to put the ethnicity and religion maps on top of each other, what combinations would you have?
Oil in the Sudan

- There is oil in *Southern* Sudan.
- The only way to get the oil to the rest of the world is by a *port in the North*. 
The people and government in the North have money from oil.

People in the South were still poor.

People in Darfur weren’t included at all.

This lead to civil war between the North and South. The Darfur was not included in the war.
After the Civil War, the country split the profit from the Oil.
However, the Darfur region was still excluded from the profits.
The Darfur was mad, so they declared war on the government in Northern Sudan.
Who is the Sudanese government exactly?
- “Parliament” – 3 Groups “Share” power
- Theocracy – Islamic Law is imposed on everyone
- They have a president too...
Government

Omar al-Bashir
- President of Sudan
- His group took power by force
- Light skin
- Arab
Omar al-Bashir

- ICC (International Criminal Court) has issued a warrant for his arrest for crimes against humanity.
- He responded by removing ALL aid groups from Darfur...because they were spying.
Now that you know a little about Sudan’s government, let’s determine how they responded to the rebels in Darfur...
Oil in the Sudan - Government

- How did the government react to the rebels? They called on 0% of their oil owners for help.
Oil in the Sudan - China

- China was happy to help the Sudanese government.
- Why would they do that??????
Oil in the Sudan - China

- In order to protect their oil supply, China provided the Sudanese government with weapons to fight off the rebels.
To remove rebels from Darfur, the government would enter villages:

1. Bomb the village using Chinese bombers
2. Shoot up the village using the Chinese helicopters.
3. Have armed horsemen shoot the rest of the people who weren’t killed in the bombing or helicopter shooting.
4. Have armed horsemen dig up food supplies and burn them so that they won’t grow back.
5. Ruin village wells by having armed horsemen throw dead bodies down the well.
Oil in the Sudan - Government

- The problem with the government’s solution to the rebels in Darfur is that...
- Who’s the rebel?
- Who’s the civilian?
Janjaweed – Herders vs. Farmers

- Who are the Janjaweed?
  - Armed horsemen
  - Known as Devils on Horseback
  - They are Arabic nomads from Darfur killing Black farmers from Darfur

Chinese gun?
Until recently, herders (Janjaweed) and farmers in Darfur got along.

Hello!

Good morning, pardon us.
If a herder’s animal got loose and destroyed a farmer’s land, the herder would pay the farmer.
Now, there is less land. Herders don’t feel as bad because they need the land for their animals too.
Janjaweed – Herders vs. Farmers

- What do they do?
  - Ride into villages shooting any “rebel”
  - Rape women
  - Burn homes
  - Destroy food supply
Janjaweed – Herders vs. Farmers

Why is the land disappearing now?

The Sahara is Taking Over the Good Land!
Sudan Ethnicity, Religion, Oil, and Desertification Map and Rubric

You will create a map that displays several sources of conflict in Sudan. Your map will show the religious and ethnic groups of Sudan as well as the locations of oil field, ports, and desertification land. In order to receive full credit, your map must contain the following:

- A line that separates the North, South, and Darfur regions of Sudan
- Accurate locations of Muslim, Christian, Black, Arab, and Fur people
- Different colors or textures for Muslim, Christian, Black, Arab, and Fur people
- Symbols showing the locations of oil fields and shipping ports
- The location of land undergoing desertification
- A completed and accurate map key
- Neat and organized colors

You will be graded with the following rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regional Separation</strong></td>
<td>The map clearly indicated a separation between the North, South, and Darfur regions.</td>
<td>Most of the map indicated a separation between the North, South, and Darfur regions.</td>
<td>The regional separation is unclear.</td>
</tr>
<tr>
<td><strong>Religion and Ethnicity Separations</strong></td>
<td>The map clearly indicates the locations of Sudan’s ethnicities and religions.</td>
<td>Most of the map indicates a separation between Sudan’s ethnicities and religions.</td>
<td>The separation of religion and ethnicity is unclear.</td>
</tr>
<tr>
<td><strong>Oil and Port Locations</strong></td>
<td>The map clearly indicates the locations of Sudan’s oil field and shipping ports.</td>
<td>Most of the map indicates the locations of oil field and ports.</td>
<td>The location of oil fields and ports is unclear.</td>
</tr>
<tr>
<td><strong>Land Undergoing Desertification</strong></td>
<td>The map clearly indicates the location of land undergoing desertification.</td>
<td>Most of the map indicates the location of land undergoing desertification.</td>
<td>The location of land undergoing desertification is unclear.</td>
</tr>
<tr>
<td><strong>Map Key</strong></td>
<td>The map key is complete and corresponds to the colors or textures on the map.</td>
<td>Most of the map key is complete. There are minor errors in textures and colors on the map or key.</td>
<td>The map key has several flaws. The labels and or colors do not correspond to the map.</td>
</tr>
</tbody>
</table>
Lesson 4
Title: The Economics of Oil in Darfur

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
• 7 – E3.3.1: Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).
• 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture and wealth).
• 7 – C4.3.2: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).

Abstract: Students will continue their investigation into the genocide in Darfur by exploring how oil serves as a driver for conflict in Sudan. This information will be displayed by creating a thematic map that shows the location of major oil fields and ports in Sudan.

Key Concepts: port, genocide, Arab, Muslim

Sequence of Activities:

1. Review with students the idea from last lesson that ethnicity in Sudan is a source for conflict. The idea that the lighter your skin tone, the more important you are, came from European colonization.
2. Show students the Darfur PowerPoint (teachers will use slides 8-10 in this lesson). The focus of this section of the PowerPoint is to establish understanding of the importance of oil and shipping ports. This section describes how the location of oil fields in the south and shipping ports in the north had lead to conflict because of a lack of resources between regions and ethnic groups in Sudan.
3. Students can also refer to the “Oil in the Sudan” section of their Darfur Study Guide.
4. Once students are familiar with the locations of oil field, shipping ports, and the causes of conflict related to oil, they will use their copy of the Sudan Map. Students will continue to use this resource to map the location of oil fields and shipping ports on the Sudan Map.
5. The last resource for this unit is a video from YouTube, called Darfur in 10 Minutes: An Overview of the Conflict. Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.

Connections:

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Student Resources
- Sudan Map
- Sudan Ethnicity, Religion, Oil, and Desertification Map and Rubric (from previous lesson)
- Darfur PowerPoint
- Darfur Study Guide

Teacher Resources
- Darfur in 10 Minutes: An Overview of the Conflict

Technology Extensions

Darfur in Crisis on Google Earth
Seventh Grade Africa Unit

Lesson 5
Title: Government in Darfur

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 7 – G1.3.3: Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 7 – E3.1.1: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

Abstract: Students will continue their investigation into the genocide in Darfur by exploring the government of Darfur and its decisions concerning rebel forces in Darfur.

Key Concepts: parliament, theocracy,

Sequence of Activities:

1. Review with students the idea from last lesson that oil in Sudan is a source of conflict because of the location of oil wells and shipping ports. Review that the Sudanese government has been attacked by the South and rebels in Darfur over a lack of resources.
2. Show students the Darfur PowerPoint (teachers will use slides 11-18 in this lesson). The focus of this section of the PowerPoint is to establish understanding of the structure of Sudan’s government, their cooperation with China, and their policies of violence in Darfur. PLEASE NOTE: PORTIONS OF THIS CONTENT ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.
3. Students can also refer to the “Government Information” and “Oil in Sudan – China” sections of their Darfur Study Guide.
4. The last resource for this lesson is a video from YouTube, called Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic). Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.
5. Government and China is covered in the video from 5:10 – 7:22 (PORTIONS OF THIS SECTION DEPICTING THE GOVERNMENT’S ATTACK ON REBELS IS EXTREMELY GRAPHIC. STUDENTS SHOULD NOT VIEW 6:30-7:02.)
Seventh Grade Africa Unit

Connections:

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Student Resources
Darfur PowerPoint
Darfur Study Guide

Teacher Resources
Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic)

Technology Extensions

Darfur in Crisis on Google Earth
Lesson 6
Title: Janjaweed – Herders vs. Farmers

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
• 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture and wealth).

Abstract: Students will continue their investigation into the genocide in Darfur by exploring the relationships between nomadic herders and farmers in Darfur.

Key Concepts: nomad, herder

Sequence of Activities:

1. Review with students the idea from last lesson that the government has turned to China for help to fight rebels from Darfur. These rebels have attacked the government for several reasons. One, unfair treatment due to ethnicity. Two, a lack of resources from oil revenues.
2. Show students the Darfur PowerPoint (teachers will use slides 20-25 in this lesson). The focus of this section of the PowerPoint is to establish understanding of the conflict between nomadic herders (this group makes up the government sponsored Janjaweed) and farmers.
3. Students can also refer to the “Janjaweed – Herders vs. Farmers” section of their Darfur Study Guide.
4. The last resource for this lesson is a video from YouTube, called Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic). Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.
5. The relationship between herders and farmers is covered in the video from 7:25 – 9:10.

Connections:

Instructional Resources:

Equipment/Manipulative

Computer lab or Internet access

Student Resources
Darfur PowerPoint

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Africa Unit

Darfur Study Guide

Teacher Resources
Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic)

Technology Extensions

Darfur in Crisis on Google Earth
Lesson 7
Title: Environmental Focus in Darfur - Desertification

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification of the Sahel Region of North Africa, deforestation of the Congo Basin, air pollution in urban center, and chemical spills in European Rivers). See also 6 – G5.1.1.
- 7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity). See also 6 – G5.1.2.

Abstract: Students will finish their investigation into the genocide in Darfur by exploring how desertification has created conflict in the Darfur region.

Key Concepts: desertification, deforestation, overgrazing, terraces

Sequence of Activities:

1. Review with students the idea from last lesson that herders and farmers do not get along in Darfur due to a lack of quality land.
2. Show students the Desertification PowerPoint. This presentation focuses on the history, causes, and possible solutions to desertification in the Sahel Region of Africa.
3. Students can also refer to the “Desertification” section of their Darfur Study Guide.
4. Students should finish their Sudan Map by adding the area in Sudan that is affected by desertification. This should complete the Sudan Map activity.
5. The last resource for this lesson is a video from YouTube, called Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic). Teachers may choose to use this resource in a number of ways, either as a personal resource or for the class. PLEASE NOTE: PORTIONS OF THIS VIDEO ARE GRAPHIC AND DEPICT DEATH, PLEASE VIEW AHEAD OF TIME TO DETERMINE APPROPRIATENESS.
6. The relationship between herders and farmers that is caused by desertification is covered in the video from 7:25 – 9:10.

Connections:

Instructional Resources:

Equipment/Manipulative

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Africa Unit

Computer lab or Internet access

Student Resources
Sudan Map
Desertification PowerPoint
Darfur Study Guide

Teacher Resources
Darfur in 10 Minutes: An Overview of the Conflict (Warning: Graphic)

Technology Extensions

Darfur in Crisis on Google Earth
Desertification – Conflict in the Desert

Adapted from Chesterton Community College – Desertification Project PP
Janjaweed

- The Janjaweed are from Darfur, why would people from Darfur turn on their own people?
What is Desertification?

- Desertification occurs when land is turned into desert.
- It occurs in semi-arid lands which border the world’s major deserts.
The Sahel region borders the Sahara desert!
Desertification Animation
Natural Reasons for Desertification in the Sahel

- 1950’s and 60’s – Above average rainfall, which caused nomadic herders to settle and farmers to farm more land.
- 1970’s – Below average rainfall led to extreme drought.

![Graph showing standardized JJASO-mean Sahel rainfall, 1898–2002](chart.png)

*Standardized with respect to 1898–1993*
Physical Signs of Desertification

1. Loss of plants and animals
2. Cracked, baked soil
3. Growth of desert
4. Flash floods
Human Causes of Land Degradation

- Desertification is caused by climate change
- Land Degradation is caused by humans
  1. Overgrazing
  2. Cutting Down Trees
  3. Intense Farming
Nomadic tribes (like ones in Darfur) settle in one area and let their animals eat all of the vegetation.

The vegetation no longer protects the soil.
Deforestation (Cutting down trees)

- Trees provided protection for the soil from wind and rain.
Growing crops for cash too fast makes the soil break down.
1. Planting trees
2. Creating terraces to slow down water run off
3. Magic Stones – Set up rows of stones to block wind and water erosion
Lesson 8
Title: Raising Awareness – Darfur Media Festival

Grade Level: Seventh

Unit of Study: Africa Unit

GLCE:
- 7 – P4.2.1: Demonstrate knowledge if how, when, and where individuals would plan and conduct activities to advance views in matters of public policy, report the results, and evaluate effectiveness.
- 7 – P4.2.2: Engage in activities intended to contribute to solving a national or international problem studied.
- 7 – P4.2.3: Participate in projects to help or inform others (e.g., service learning projects).
- 7 – G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture and wealth).

Abstract: In this lesson, students will design a media project that raises awareness on the genocide in Darfur.

Key Concepts: genocide, ethnicity, desertification, Janjaweed

Sequence of Activities:
1. This final project will allow students to raise awareness about the genocide in Darfur.
2. Provide students with the Darfur Media Festival Overview and Darfur Media Festival Rubric.
3. Review the expectations for projects and have students begin.

Connections:

Instructional Resources:

Equipment/Manipulative
Computer lab or Internet access

Student Resources
Darfur Media Festival Overview
Darfur Media Festival Rubric

Teacher Resources

Technology Extensions

Calhoun ISD Social Studies Curriculum Design Project
Seventh Grade Africa Unit

*Darfur in Crisis* on Google Earth
DARFUR MEDIA FESTIVAL OVERVIEW

The purpose of the Darfur Film Festival is to raise awareness of the humanitarian crisis in Darfur, Sudan. As the producer, your group will create an informational video that will help people understand a source of conflict, how it’s impacted people in Darfur, and one way they could help.

This project can be done in several ways. You could raise awareness by creating:

- A Photostory using Microsoft Photostory
- A video using Microsoft MovieMaker
- A podcast using Audacity
- A PowerPoint
- A brochure either by hand or by using Microsoft Publisher
- A poster by hand (posters must be 22 x 28 or bigger, no 8 x 12 sheets of paper)
- An informational essay (minimum two pages, double spaced)

Your project will contain three parts

1. One Source of Conflict in Darfur
   - Questions to consider are:
     - What is one source of the conflict that we've discussed in class?
     - How could you briefly describe this source of conflict?
     - What images could help the viewer understand this source of conflict?

2. How the Conflict has Affected People in Darfur
   - Questions to consider are:
     - What are some eye catching statistics about your source of conflict?
     - How many people have been killed or displaced because of this conflict?
     - What do some survivors have to say about Darfur?

3. One Way to Help
   - Questions to consider are:
     - What is one way someone could help today?
     - Are you convincing enough so that people will want to help?

YOU WILL HAVE LIMITED TIME IN CLASS TO COMPLETE THIS PROJECT. IF YOU DON'T FEEL COMFORTABLE WITH A TECHNOLOGY PROJECT, THEN DON'T DO ONE. PLEASE CHOOSE WHATEVER FORMAT YOUR ARE COMFORTABLE WITH!!
## DARFUR MEDIA FESTIVAL RUBRIC

<table>
<thead>
<tr>
<th>Source of Conflict</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The producer clearly and accurately identified a source of conflict in Darfur. The reader is left with no questions about the source of conflict.</td>
<td>The producer identified a source of conflict in Darfur. Most of the description was accurate and clear.</td>
<td>The producer identified a source of conflict in Darfur. However, much of the information was NOT accurate or clear.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affect on People of Darfur</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The producer clearly and accurately described how the conflict in Darfur has affected its people. The media provided specific statistics on the scope of the crisis.</td>
<td>The producer described how the conflict in Darfur has affected its people. The media provided specific statistics on the scope of the crisis. Most of the information was accurate and clear.</td>
<td>The producer described how the conflict in Darfur has affected its people. However, much of the information was NOT accurate or clear.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ways to Help</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The producer clearly described how the viewer can help the people in Darfur. The media provided specific resources (website, phone number, e-mail, etc.) on how to help.</td>
<td>The producer described how the viewer can help the people in Darfur. Some of the information was unclear. The media provided specific resources (website, phone number, e-mail, etc.) on how to help.</td>
<td>The producer described how the viewer can help the people in Darfur. However, the resources OR way to help were unclear.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details and Examples</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The media was clearly organized. The viewer's only question is “How can I help?”</td>
<td>Most of the media was organized. However, there were a few parts that could have used more details.</td>
<td>The media was poorly organized. The viewer is left with an unclear view of Darfur and how to help.</td>
<td></td>
</tr>
</tbody>
</table>

Grade ________________________________