

Africa: Bridges and Barriers



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Middle Grades Social Studies

Africa: Bridges and Barriers

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Introduction to Africa: Bridges and Barriers: **Lesson Plans, Background Materials and Resources**

This professional development was designed to support the North Carolina Standard Course of Study for the 7th Grade World Geography: Africa, Asia, and Australia. This two day workshop utilized interactive lectures and discussions with experts and a wide variety of additional resources to enhance teachers' background knowledge about South Africa, the Democratic Republic of the Congo, and Sudan. We hope that these units will also serve as a possible model for similar examinations of other countries. Through in-depth units of study, students are provided with a deeper understanding of the wide variety of factors which influence a country and the region in which it is located. After all, there is no single entity titled Africa to be studied but instead a tremendous wealth of distinct countries and cultures.

The State Board of Education's priority to produce Future-Ready Students in the 21st Century is addressed through the opportunities for inquiry, collaboration, and the use of digital tools. We encourage you to consider using these lessons and resources, modifying them to meet the needs of your students within your existing units. Through them you will find examples of:

- strategies for differentiation
- images to both "hook" students and assess their learning
- activities designed to meet the multiple intelligences of students, develop their competency skills, and engage students on a regular basis
- before, during, and after reading comprehension strategies with graphic organizers and simulations
- a variety of assessment methods
- rigorous and relevant assignments that permit student choice
- primary sources and methods to make their use more accessible
- hands-on learning activities with artifacts, role playing, debates, etc.
- "how to" guides for Socratic Seminars and examples
- additional resources available on the internet and/or recommended by veteran teachers

Through the use of international news services, like the UN's IRIN or the BBC, photographs and streaming video, and translated primary source documents, we can endeavor to give our students the opportunity to see the world through the eyes of the country being studied. To this end we also highly recommend that you consider reading and sharing Through African Eyes, Volume 1 - The Past: The Road to independence by Leon E. Clark in order to better understand African history through English translations of primary sources. From this vantage point, we can undertake the challenging goal of building globally aware, lifelong learners. Learners that are able to analyze maps and data while also comprehending the cultural differences and similarities between citizens of African countries and those of the United States.

Please note that while teachers are free to use images on the internet for educational purposes, the NC Department of Public Instruction can generally only provide hyperlinks to them in order to comply with copyright restrictions. We hope that you will have the time to follow these hyperlinks to the actual images and find uses for them in your instruction. Finally, as many lessons involve links to websites that are not maintained by us, please contact us if you find that the links no longer function or if we can provide assistance in finding the needed information to utilize any of these lessons.

The lessons included are built upon research proven methods of instruction that will engage students and promote the development of their critical thinking skills. As you use or modify these, please consider providing feedback to inform us on how they met the needs of your students. We welcome and encourage your responses on the types of materials you would like to see the Department for Public Instruction's Middle Grades Social Studies section develop.

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Below is a brief Summary of Each Country's Lesson Plans and the On-line Resources

- Please see the previous [Africa: Bridges and Barriers](#) webpage for the hyperlinks to the actual lesson plans
- We recommend that you save the PowerPoint presentations to your computer in order to view them more easily. They will have hyperlinks to the images used by the professors. You will need to “harvest” them from the internet and the instructions on how to do this are included in the opening frames of the South African PowerPoint

I. Republic of South Africa



Rise of a Democratic South Africa PowerPoint by Dr. Dianne White-Oyler

From its founding at the Cape of Good Hope, through the Boer War, and 20th century racial legislation and policies, South Africa's present reflects a remarkable break from its past. *(Dr. White-Oyler's own photo)*



1. Maps and Borders: Uses maps, measurement and computational skills, and Google Earth to compare South Africa's geography with that of North Carolina. This also provides a simulation for the disparity of resources under the policy of Apartheid. *(Wikipedia.org map)*



2. Introduction to Apartheid: Collaborative groups will examine the history of Apartheid and its impact upon South Africa's people: African or Black, Coloured, and Afrikaner. *(Wikipedia.org photo)*

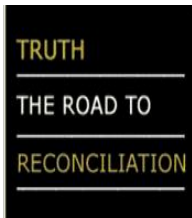


3. Promoting Unity and Pride with National Anthems:

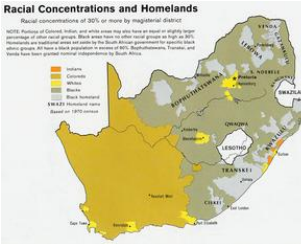
How does the new South African National Anthem attempt to unify the country disparate cultural groups? Compare it with that of the United States. *(Wikipedia.org image)*



4. Comparing Apartheid and Civil Rights Movement in the United States: Compare the movement for equality in the US with the efforts to end Apartheid through the speeches of Dr. Martin Luther King and Nelson Mandela. Why are these two movements similar in many regards yet different in their use of weapons? *(Wikipedia.org)*



5. The Truth and Reconciliation Commission: Use the documentary film Long Night's Journey Into Day to develop student understanding of the difficulties involved in granting amnesty, achieving justice, and healing the crimes of Apartheid. *(See resources for hyperlink)*



6. Socratic Seminar on the Truth and Reconciliation Commission: How to prepare for and conduct a Socratic seminar on the Truth and Reconciliation Commission's efforts to heal the divisions of racial segregation. Could you forgive the murderer of your family? *(Wikipedia.org map)*

II. The Democratic Republic of Congo (DRC)



The Democratic Republic of Congo: Promise and Pain in the Continent's Heart by Dr. Ken Vickery

Outline of the Congo Free State, Belgian Congo, Independence and Prime Minister Patrice Lumumba, Mobutu Sese Seko's 32 year regime, and the Rwandan genocide's impact on the DRC's two recent civil wars. *(Wikipedia.org photo)*



1. Map Skills: Comparing the impact of the Congo River on the DRC with that of the Nile River on Sudan. This lesson also examines the wide variety of geographic features in Central and East Africa. *(Wikipedia.org photo)*



2. Attack on the Congo: Two Differing Points of View

Examine two primary source accounts about the welcome Stanly received traveling along the Congo River. How did the European and African cultures affect their responses to each other? Whose perspective had more impact at the time of the incident? *(Wikipedia.org image)*



3. Colonial History: Comparing the King and His Critics

Compare the interview of King Leopold II of Belgium with two Missionaries who lived in the Congo Free State. What evidence supports each one's position? What biases might each have? Can you separate their facts from their opinions? These articles will build off of lesson #2 and provide your students with greater opportunity to develop their skills in interpreting primary source documents. *(Wikipedia.org photo)*



4. Africa's First World War: How did natural resources, ethnic tensions, and geography turn a civil war into one involving 9 countries? How does genocide in one country destabilize its neighbor? Have students examine conditions from 2002, make factually justified predictions, and compare them with the 2006 elections and current conditions. *(Wikipedia.org photo)*



5. Humanitarian Crisis: Over 4 million people have died in the DRC since 1996 and the two civil wars. Examine what the US, the UN, and the world are doing to relieve this catastrophe. Is there anything that can be done at the personal or community level to assist others? How have the rich natural resources of the DRC ironically harmed its residents rather paying for improved health care. *(Monuc.org photo)*



6. Democratic Elections: The DRC held its first Presidential elections in over 40 years. Examine the BBC's coverage of the two candidates and the concerns of the voters. What are the key issues? Develop campaign questions and materials then vote. Will your class reach the same decision that the DRC did in 2006? *(Monuc.org photo)*



7. Cell Phones and the Economy: Read the Washington Post article on how cell phones are transforming peoples' lives in the DRC. Comparing life in the war-torn DRC with NC has more similarities than your students might think. A good example of how one lesson can cover numerous curriculum goals. *(Wikipedia.org photo)*

III. Sudan / Darfur



In Search of a Nation by Dr. Roberta Ann Dunbar

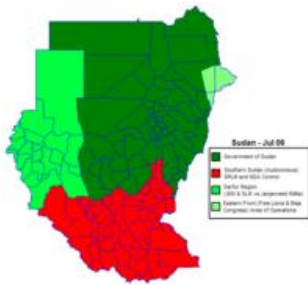
An in-depth presentation with notes on Sudan's ancient history, colonial period, the civil war between north and south and its peaceful resolution in 2005, and the ongoing crisis in Darfur. *(Wikipedia.org photo)*



1. Demographic and Map Skills: Examine the geography of the Sudan to see how it has affected its inhabitants. How has geography and desertification played a role in the political, economic, and cultural conflicts in Sudan's recent history? *(Wikipedia.org photo)*



2. Colonial History: This PowerPoint presentation, graphic organizer, and "ABC Poem" assignment will provide students with the opportunity to analyze how the British and Islam shaped Sudan's development as a nation. (Wikipedia.org photo)



3. The Darfur Crises: The ongoing humanitarian crisis, declared Genocide by the Bush administration, stems from the interaction of cultural, economic, political, and geographic factors. These are discussed and placed in context by numerous activist groups trying to prevent another tragedy akin to Rwanda, Kosovo, Cambodia, and the Holocaust of WWII. See the following websites for ways that your students can make a global difference through letter writing and email campaigns, raising awareness activities, fundraisers, and a wide variety of other initiatives. These organizations offer students the chance to become engaged and knowledgeable citizens of the US and the world.

<http://www.standnow.org/> Contact a local chapter, including the one at UNC-Chapel Hill

<http://www.savedarfur.org/content>

<http://www.hrw.org/> and their What You Can Do page
<http://www.hrw.org/english/docs/2004/06/24/darfur8954.htm> (wikipedia.org photo)

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On-line Resources for Africa: Bridges and Barriers

Also see the PowerPoints for South Africa and the Sudan for additional websites with pertinent images and information for class room use. As always, please be flexible with websites as hyperlinks break or lose their support. This is not an exhaustive list and many additional websites will become available by conducting Google searches.

All three nations:

<http://news.bbc.co.uk/2/hi/africa/default.stm> Daily BBC coverage of African nations (and the rest of the world as well) with photos, maps, charts, graphs and appropriate vocabulary and syntax for middle grades students.

[IRIN@irinnews.org](http://irinnews.org) The UN Office for the Coordination of Humanitarian Affairs sends daily and weekly updates on current and long term events. Focus is on non-governmental organizations and humanitarian issues. News items at <http://www.irinnews.org> frequently focus on how an interviewed individual is affected by events.

<http://allafrica.com/> Collects articles about Africa from 125 African news organizations and over 200 additional sources

Two possible sources of how international news events relate to the US, often from an individual's perspective, are <http://www.washingtonpost.com> and <http://www.nytimes.com>. Sign up to receive their emails and "stockpile" engaging stories for future use. <http://www.nytimes.com/learning/> offers a daily lesson plan based on an article.

<http://hrw.org/> Human Rights Watch – strongly documented, humanitarian rights focus on global issues and individual countries.

<http://www.ncwiseowl.org/zones/professional/index.htm> Magazines has access to over 3,000 journals, newspapers, and magazines for teachers usage. Students can access the Middle and High School zones, as well as the professional ones, for a wealth of developmentally appropriate resources. Foreign Affairs in particular has in-depth articles for background on all three countries. Ask your media specialist for the password.

<http://www.cfr.org> Journal for background teacher information

<http://www.cia.gov/cia/publications/factbook/countrylisting.html> CIA statistics and information on all of the world's countries

<http://www.crisisgroup.org/home/index.cfm?id=1230&l=1> Focuses on working to prevent conflict worldwide

http://en.wikipedia.org/wiki/Main_Page

Detailed introduction to nearly any topic on these three countries and hyperlinks to additional resources found on the internet

<http://www.bu.edu/library/instruction/africa.html> a Title VI program devoted to assisting African research. Lists mega websites, how to evaluate, periodicals, etc.

What are Primary Sources and how to use them are covered by <http://memory.loc.gov/learn/lessons/psources/pshome.html>.

Democratic Republic of the Congo

<http://www.monuc.org/Home.aspx?lang=en> United Nations Relief Effort in the DRC website, with numerous photos, streaming videos, documents, and reports on the elections and the humanitarian relief.

<http://www.congo-pages.org/> Wide ranging coverage of DRC culture, current events, history, etc.

<http://www.ushmm.org/museum/exhibit/online/congojournal/>
<http://www.ushmm.org/conscience/alert/congo/index.php?content=contents/02-current/>
US Holocaust memorial Museum feature on the humanitarian crisis in the DRC.

http://www.irinnews.org/S_report.asp?ReportID=50991&SelectRegion=Great_Lakes
Contains chronology of last 6 months of 2005; UN troops forceful efforts and December elections

http://www.irinnews.org/frontpage.asp?SelectRegion=Great_Lakes&SelectCountry=DRC
Irin reports on the DRC through April, 2006

<http://www.getlostmagazine.com/features/2004/0401congo/congo1.html>
An American educator's experiences while living in Kinshasa; a personable description with historic references and contemporary living conditions.

South Africa

http://www.doj.gov.za/trc/trc_frameset.htm Truth and Reconciliation Commission's homepage

<http://www.doj.gov.za/trc/trccom.htm> Transcripts and results of the Truth and Reconciliation Commission's hearings

<http://www.npr.org/news/specials/mandela/> National Public audio has numerous stories from the 10 year (2004) anniversary of Mandela's election as President; available for download and streaming

<http://www.worldpress.org/Africa/1077.cfm> article on the closing of the TRC and the issue of reparations

<http://newsreel.org/transcripts/longnight.htm> Transcript of the documentary film Long Night's Journey into Day on the TRC hearings

<http://www.newsreel.org/guides/longnight.htm> Viewer's guide to documentary film Long Night's Journey into Day about 4 TRC hearings.

<http://www.ndu.edu/inss/strforum/sf158/forum158.html> Addressing Apartheid Era Human Rights Violations

<http://www.wits.ac.za/csvr/papers/papsim16.htm> "Uncivil Society" Challenges for Reconciliation and Justice in South Africa after the TRC

Foreign Affairs, Nov-Dec 2005 v84 i6 p93 Mbeki's South Africa by Jeffery Herbst - Available through NCWISEOWL.org Current assessment of South African conditions, impact of Apartheid and of the TRC. Ask your media specialist for the password.

Sudan

<http://www.standnow.org/materials/education> Teaching materials, PowerPoints, and a concise history of the crisis. Website has numerous ways of getting involved and updates on the crisis.

<http://www.savedarfur.org/home> Save Darfur has a toolkit for activism and curriculum materials for what students / US citizens can do

<http://hrw.org/doc?t=africa&c=darfur> Human Rights Watch on Darfur; has streaming video, images, information, and links

US Holocaust Memorial Museum has historical background information and responses to the question is Darfur an example of genocide or not. <http://www.ushmm.org/conscience/> and <http://www.ushmm.org/conscience/alert/darfur/>

<http://www.globalsecurity.org/military/world/para/darfur.htm> offers a detailed description of the roots of the Darfur conflict, the different groups involved and a brief history of Darfur since 1596.

<http://www.pbs.org/newshour/bb/africa/darfur/> Streaming video and transcripts of Newshour segments on Darfur

A strong source of up-to-date age-appropriate articles can be found at:

http://news.bbc.co.uk/1/hi/in_depth/africa/2004/sudan/default.stm

Articles that provide greater challenges through their vocabulary, syntax, and content can be found through the coverage of the <http://www.washingtonpost.com> or the <http://www.nytimes.com/>.

The Times also provides daily lesson plans, including Darfur, at

http://www.nytimes.com/learning/teachers/featured_articles/20060503wednesday.html

The Washington Post's coverage of the ongoing conflict in Sudan/Darfur can be accessed through:

<http://www.washingtonpost.com/wp-dyn/content/linkset/2006/05/08/LI2006050801047.html>

The New York Times offers numerous multimedia audiovisual materials on the Sudan, some require a free trial membership, at:

<http://topics.nytimes.com/top/news/international/countriesandterritories/sudan/index.html?8aq>

These include: Genocides Old and New comparing Darfur with the DRC, The Century's First Genocide, Why We Should Care, and Photographs: Genocide in Sudan.