

7th Grade Social Studies

Africa Government Unit Information

Milestones Domain/Weight: Government/Civics 20%

Purpose/Goal(s):

The intent of this unit is for students to increase their knowledge and understanding of the government characteristics of Africa. Students will examine the **governance and distribution of power** in the region, specifically the government of the countries listed in the standard. The students are expected to identify the type of leadership and how this person becomes the country's leader. In order to identify the role of the citizen, students will refer back to their previous unit on governance and determine what role the citizen plays in the government.

Content Map: [Africa Content Map](#) (includes all domains)

[Milestones Africa Study/Resource Guide](#)

[Africa's Government/Civics Teacher Notes](#) *Note* The teacher notes posted on www.georgiastandards.org have not been updated for the government standards to compare only Kenya and South Africa NOT South Sudan

Prerequisites: No elementary standards align to Africa's Government/Civics

Unit Length: Approximately 5 days

[Africa Study Guide](#) [all concepts] | [Study Guide KEY](#)

Click on the links below for resources by Essential Question:

[EQ 5: What are the similarities and differences between leadership, voting rights, and personal freedoms in Kenya and South Africa?](#)

[EQ 6: How did political, economic, and social conflict result in the independence of South Sudan?](#)

[EQ 7: How does gender affect access to education in Kenya and Sudan?](#)

[EQ 8: How does government stability impact Africa's fight against AIDS and famine?](#)

TCSS 7th SS Africa Government/Civics Unit

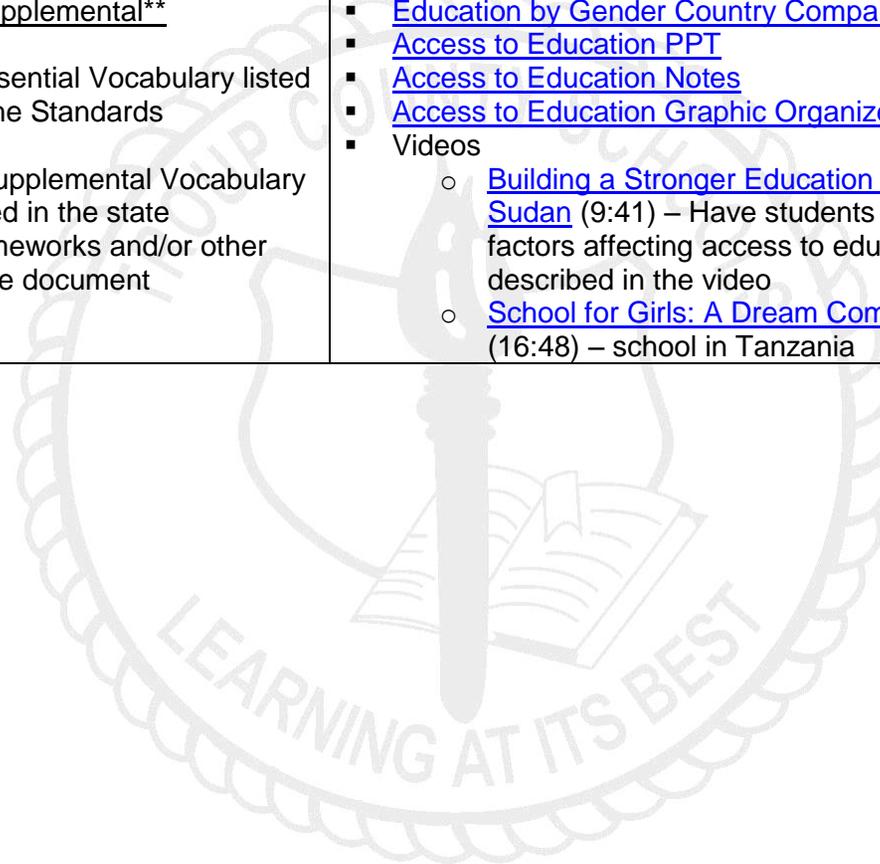
Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>5. What are the similarities and differences between leadership, voting rights, and personal freedoms in Kenya and South Africa?</p> <p>Standard(s):</p> <p>SS7CG2a. [Standard Breakdown] Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.</p>	<p><u>Essential*</u> Republic of Kenya Republic of South Africa</p> <p><u>Essential to review:</u> Confederation Autocratic Federal Democratic Oligarchic Unitary Parliamentary Democracy Presidential Democracy</p> <p><u>Supplemental**</u> President Prime Minister Chief of State Head of Government</p> <p>*Essential Vocabulary listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>The Enduring Understanding for the lesson: Governance - The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases and Distribution of Power - The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.</p> <ul style="list-style-type: none"> ▪ Use the Government sections from the CIA World Factbook to describe the systems of government of Kenya and South Africa. <ul style="list-style-type: none"> ○ CIA World Factbook: Kenya Government ○ CIA World Factbook: Kenya Government 2 ○ CIA World Factbook: South Africa Government ○ CIA World Factbook: South Africa Government 2 ○ Governments of Kenya and South Africa [use this chart with the CIA World Factbook handouts] ▪ Venn Diagram comparing and contrasting Kenya and South Africa ▪ Use the constructed response item under assessment as a summarizer 	<ul style="list-style-type: none"> ▪ SS7CG2a. GOFAR Constructed Response Item

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Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>6. How did political, economic, and social conflict result in the independence of South Sudan?</p> <p>Standard(s):</p> <p>SS7CG2b. [Standard Breakdown] Explain how political, economic, and social conflicts resulted in the independence of South Sudan.</p>	<p><u>Essential*</u> Civil War</p> <p><u>Supplemental**</u></p> <p>*Essential Vocabulary listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>The Enduring Understandings for the lesson: Governance - The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases and Conflict & Change - The student will understand that when there is conflict between or within societies, change is the result.</p> <ul style="list-style-type: none"> ▪ Independence of South Sudan Graphic Organizer – use the reading, one of the videos, and/or another resource to fill in the graphic organizer on the political, economic, and social conflicts that led to the independence of South Sudan ▪ South Sudan Britannica Online Introduction ▪ Crossroads Sudan: Sudan's path to development (25:48) – Stop video around 15 minutes because the content gets too specific ▪ Sudan: History of a Broken Land (47:32) - At 23:36 the video has a slight break. You may want to stop the video at this point instead of watching the entire video. The first section gives specific information in regards to political and social conflicts between the North and the South. *Note – in the first few minutes there is brief nudity of a mother and child 	<ul style="list-style-type: none"> ▪ SS7CG2b. GOFAR Constructed Response Item

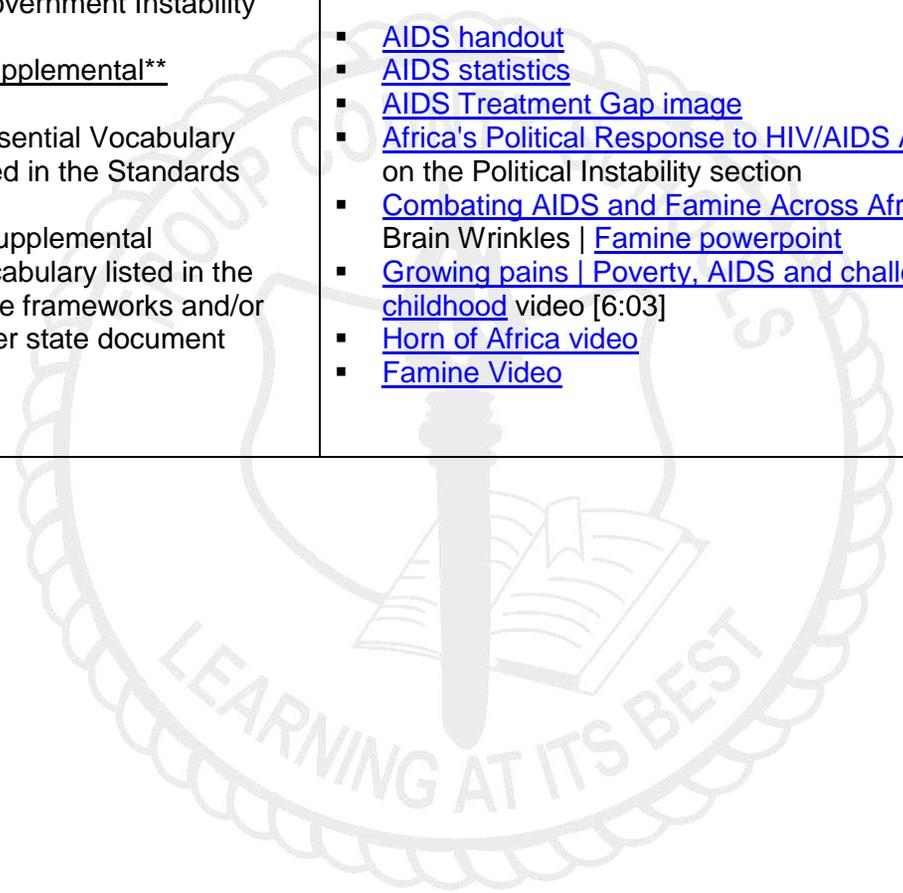
TCSS 7th SS Africa Government/Civics Unit

Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>7. How does gender affect access to education in Kenya and Sudan?</p> <p>Standard:</p> <p>SS7CG3a. [Standard Breakdown] Compare how various factors, including gender, affect access to education in Kenya and Sudan.</p>	<p><u>Essential*</u> Gender Access</p> <p><u>Supplemental**</u></p> <p>*Essential Vocabulary listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>The Enduring Understanding for the lesson: Governance - The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases</p> <ul style="list-style-type: none"> ▪ Education by Gender Country Comparison ▪ Access to Education PPT ▪ Access to Education Notes ▪ Access to Education Graphic Organizer ▪ Videos <ul style="list-style-type: none"> ○ Building a Stronger Education System in Sudan (9:41) – Have students identify factors affecting access to education described in the video ○ School for Girls: A Dream Comes True (16:48) – school in Tanzania 	<ul style="list-style-type: none"> ▪ SS7CG3a. GOFAR Constructed Response Item



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Essential Question and Standard(s)	Vocabulary	Resources [Back to Top]	Assessment
<p>8. How does government stability impact Africa's fight against AIDS and famine?</p> <p>Standard:</p> <p>SS7CG3b. [Standard Breakdown] Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.</p>	<p><u>Essential*</u> Famine AIDS Government Instability</p> <p><u>Supplemental**</u></p> <p>*Essential Vocabulary listed in the Standards</p> <p>**Supplemental Vocabulary listed in the state frameworks and/or other state document</p>	<p>The Enduring Understanding for the lesson: Governance - The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases</p> <ul style="list-style-type: none"> ▪ AIDS handout ▪ AIDS statistics ▪ AIDS Treatment Gap image ▪ Africa's Political Response to HIV/AIDS Article – Focus on the Political Instability section ▪ Combating AIDS and Famine Across Africa PPT from Brain Wrinkles Famine powerpoint ▪ Growing pains Poverty, AIDS and challenges to childhood video [6:03] ▪ Horn of Africa video ▪ Famine Video 	<ul style="list-style-type: none"> ▪ SS7CG3b. GOFAR Constructed Response Item



TCSS 7th SS Africa Government/Civics Breakdown of Standards

<p>SS7CG2: The student will explain the structures of the modern governments of Africa</p> <p>a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing form of leadership and role of the citizen in terms of voting and personal freedoms. [Back to Resources]</p>		
Know:	Understand:	Do:
<ul style="list-style-type: none"> ▪ Kenya <ul style="list-style-type: none"> ○ Has a constitutional republic ○ All citizens can vote at 18 ○ President is the chief of state ○ Prime Minister is the head of government ▪ South Africa <ul style="list-style-type: none"> ○ Has a parliamentary democracy ○ The president is elected by the National Assembly ○ The National Assembly is elected by the people ○ All citizens can vote at 18 	<ul style="list-style-type: none"> ▪ Both Kenya and South Africa give their citizens personal freedoms comparable to the United States through their constitutions ▪ While each type of government has certain characteristics, they may vary from nation to nation depending on the role of their citizens in terms of who they directly vote for ▪ Governments may have aspects of more than one system 	<ul style="list-style-type: none"> ▪ Compare and contrast the republican systems of government in the Republic of Kenya and the Republic of South Africa (DOK 2) ▪ Distinguish the form of leadership, voting rights, and personal freedoms in Kenya and South Africa (DOK 2)

<p>SS7CG2: The student will explain the structures of the modern governments of Africa</p> <p>b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan. [Back to Resources]</p>		
Know:	Understand:	Do:
<ul style="list-style-type: none"> ▪ South Sudan <ul style="list-style-type: none"> ○ Independence is the result of decades of political, social, and economic conflict in Sudan ○ Sudan was split into an Arabic-speaking Muslim North and a Christian south ○ When the two territories merged into one nation, conflict arose 	<ul style="list-style-type: none"> ▪ While the dictator of Sudan forced Islamic law, the south part of Sudan was shut out of the new government, which caused a desire for independence ▪ The impact of the dictator of Sudan coming into power on the overall independence of South Sudan ▪ Where there is conflict between or within societies, change is the result ▪ Although South Sudan is an independent nation, economic conflict still exists in relation to oil 	<ul style="list-style-type: none"> ▪ Explain how political, economic, and social conflicts resulted in the independence of South Sudan (DOK 2) ▪ Identify the order of events leading to the creation of South Sudan (DOK 1)

TCSS 7th SS Africa Government/Civics Breakdown of Standards

<p>SS7CG3: The student will analyze how politics in Africa impacts standard of living. a. Compare how various factors, including gender, affect access to education in Kenya and Sudan. [Back to Resources]</p>		
<p>Know:</p> <ul style="list-style-type: none"> ▪ In many countries, access to education is limited in a number of ways ▪ Gender affects access to education in Kenya and Sudan (Boys have more access to education than girls) ▪ Civil wars and a lack of resources negatively influence quality education ▪ 	<p>Understand:</p> <ul style="list-style-type: none"> ▪ A positive correlation typically exists between the education level of a country's population and the country's standard of living ▪ Laws, traditions, and customs are all elements that can limit access to education ▪ The education level of a country's population can also impact the GDP of a nation ▪ The relationship between access to education and the literacy rate of a nation 	<p>Do:</p> <ul style="list-style-type: none"> ▪ Analyze the impact of political issues on the standard of living in Africa, or on a specific African nation such as Kenya and Sudan (DOK 3) ▪ Compare and contrast how gender, lack of resources, and civil wars affect access to education in Kenya and Sudan (DOK 2)

<p>SS7CG3: The student will analyze how politics in Africa impacts standard of living. b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa. [Back to Resources]</p>		
<p>Know:</p> <ul style="list-style-type: none"> ▪ Government instability throughout Africa the main hindrance in combating AIDS and famine across Africa ▪ Government instability is the result of civil wars, strong dictatorships, and corrupt government leaders 	<p>Understand:</p> <ul style="list-style-type: none"> ▪ The correlation between government instability and Africa's inability to combat AIDS and famine ▪ Many governments in Africa place a heavy emphasis on their military and ignore medical issues and food shortages ▪ The instability of governments can be traced back to consequences of the African slave trade and the European colonization 	<p>Do:</p> <ul style="list-style-type: none"> ▪ Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa (DOK 1) ▪ Explain why AIDS, famine, and civil wars continue to plague Africa today (DOK 2)