



Africa South of the Sahara

ATLAS OBJECTIVES

1. Describe and locate key physical features of Africa south of the Sahara
2. Identify important mineral resources
3. Compare the landmass and population of Africa south of the Sahara with that of the United States
4. Identify significant political features
5. Describe the population and languages in Africa south of the Sahara

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Arkansas Social Studies Standards

TCC: 1.3

PPE: 1.6, 2.6, 2.7

SSPS: 2.2, 2.3



DATA FILE OBJECTIVE

Examine and compare data on Africa south of the Sahara

RESOURCES

Introduce the Unit

- Before You Read TE, p. 482
- Interpreting the Photograph: Elephants of the Serengeti PE, pp. 482–483
 TE, p. 483
- Unit Activities TE, p. 482

Focus & Motivate

- Introduce the geography of Africa south of the Sahara TE, p. 484

Instruct

- Discuss key questions TE, pp. 484–488
- Maps: Africa South of the Sahara: Physical and Political PE, pp. 484, 486
- Map: Resources of Africa South of the Sahara PE, p. 485
- Infographic: Africa South of the Sahara—United States Landmass and Population PE, p. 485
- Country Profiles: Madagascar, Ethiopia TE, pp. 485, 487
- More About: Diamonds, Liberia, African Languages, Literacy, Namibia, Infant Mortality, AIDS, Small Countries of Africa TE, pp. 485–487, 489–493

RESOURCES	
Interdisciplinary Links ___ Current Events ___ Science/Health ___ Mathematics ___ History	<input type="checkbox"/> TE, p. 486 <input type="checkbox"/> TE, p. 488 <input type="checkbox"/> TE, p. 491 <input type="checkbox"/> TE, p. 493
Differentiating Instruction ___ Less Proficient Readers ___ Multiple Learning Styles: Visual	<input type="checkbox"/> TE, p. 492 <input type="checkbox"/> TE, p. 489
Block Scheduling Options ___ Interdisciplinary Link: Math/Language Arts	<input type="checkbox"/> TE, p. 484

Homework Assignments

Other Teaching Materials



The Geography of Africa South of the Sahara

FOCUS ON GEOGRAPHY OBJECTIVES

- To locate major landforms and regions of Africa south of the Sahara
- To identify the main causes of the Atlantic slave trade
- To describe some of Africa’s efforts to gain independence

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.1, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

PAG: 1.1, 1.2, 1.3, 1.6, 1.7, 1.8, 2.1, 2.3, 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

SECTION 1 OBJECTIVES

1. To identify landforms south of the Sahara
2. To describe the waterways of the region
3. To describe the four major climate regions
4. To identify nonrenewable and renewable resources

RESOURCES

Introduce the Chapter

- | | |
|--|--|
| <input type="checkbox"/> Interpreting the Photograph: African Village | <input type="checkbox"/> PE, pp. 494–495 |
| <input type="checkbox"/> Critical Thinking Activity: Hypothesizing | <input type="checkbox"/> TE, p. 494 |
| <input type="checkbox"/> Focus on Geography | <input type="checkbox"/> TE, p. 494 |
| <input type="checkbox"/> Making Geographic Connections | <input type="checkbox"/> TE, p. 495 |
| <input type="checkbox"/> Reading Social Studies: Reading Strategy—Analyzing Causes and Effects | <input type="checkbox"/> PE, p. 496 |

Focus & Motivate

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Discuss Main Idea, Why It Matters Now, and Terms & Names | <input type="checkbox"/> PE, p. 497 |
| <input type="checkbox"/> Warm-Up: Identifying Cause and Effect | <input type="checkbox"/> TE, p. 497 |

Instruct

- | | |
|--|--|
| <input type="checkbox"/> Read the section | <input type="checkbox"/> PE, pp. 497–501 |
| | <input type="checkbox"/> Unit 6 In-Depth Resources: Guided Reading, p. 3 |
| <input type="checkbox"/> Discuss key questions | <input type="checkbox"/> TE, pp. 497, 499–501 |
| <input type="checkbox"/> Focus on Visuals: Interpreting the Photograph | <input type="checkbox"/> TE, p. 499 |
| <input type="checkbox"/> Chart: African Deserts | <input type="checkbox"/> PE, p. 500 |
| <input type="checkbox"/> Citizenship in Action: Helping the Hungry | <input type="checkbox"/> PE, p. 500 |
| <input type="checkbox"/> Strange but True: The Fish That Did Not Die | <input type="checkbox"/> PE, p. 501 |
| <input type="checkbox"/> Critical Thinking Activity: Comparing | <input type="checkbox"/> TE, p. 498 |

RESOURCES

Instruct *continued*

- More About: Kilimanjaro, Amartya Sen TE, p. 498
- Critical Thinking Activity: Forming and Supporting Opinions TE, p. 500

Interdisciplinary Links

- Language Arts TE, p. 499

Differentiating Instruction

- Less Proficient Readers: Rereading TE, p. 498
 Reading Study Guide, pp. 150–151
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 147, 153
 Spanish Reading Study Guide, pp. 150–151
- Multiple Learning Styles: Visual/Kinesthetic TE, p. 500

Integrate Technology

- Electronic Teacher Tools
- Test Generator Section 1 Quiz
- The World’s Music CD Track 13: “Sangoma”;
Track 14: “Bebi alolo”
- Using the Internet classzone.com

Assess & Reteach

- Section 1 Assessment PE, p. 501
- Section 1 Quiz Formal Assessment, p. 254
- Reteaching Activity TE, p. 501
 Unit 6 In-Depth Resources, p. 11

Block Scheduling Options

- Multiple Learning Styles: Visual/Kinesthetic TE, p. 500

Homework Assignments

Other Teaching Materials



African Cultures and Empires

SECTION 2 OBJECTIVES

1. To relate information about early humans in Africa
2. To describe and analyze the Bantu migration
3. To explain how salt, camels, and gold influenced the development of trade networks in the region
4. To describe the rise and decline of the Mali Empire

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

PAG: 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3



RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 502
- Warm-Up: Hypothesizing TE, p. 502

Instruct

- Read the section PE, pp. 502–506
 Unit 6 In-Depth Resources: Guided Reading, p. 4
- Discuss key questions TE, pp. 502–505
- Focus on Visuals: Interpreting the Photograph TE, p. 503
- Map: 2000 Years of Bantu Migration PE, p. 503
- Infographic: Why Camels Are Well-Adapted to Desert Travel PE, p. 504
- Critical Thinking Activity: Recognizing Important Details TE, p. 505
- More About: Camels, Mansa Musa TE, pp. 504, 506
- Critical Thinking Activity: Clarifying TE, p. 20

Interdisciplinary Links

- Science TE, p. 504

Differentiating Instruction

- Less Proficient Readers: Contrasting TE, p. 503
 Reading Study Guide, pp. 152–153
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 148, 154
 Spanish Reading Study Guide, pp. 152–153
- Multiple Learning Styles: Interpersonal TE, p. 505

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 2 Quiz
- Track 13: "Sangoma";
Track 14: "Bebi alolo"
- classzone.com

Assess & Reteach

- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 506
- Formal Assessment, p. 255
- TE, p. 506
- Unit 6 In-Depth Resources, p. 12

Block Scheduling Options

- Multiple Learning Styles: Interpersonal
- TE, p. 505

Homework Assignments

Other Teaching Materials



The Impact of Colonialism on African Life

SECTION 3 OBJECTIVES

1. To explain the effects of European traders on the African slave trade
2. To describe European colonialism in Africa
3. To analyze the impact of colonial rule in Africa

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7

PAG: 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 507
- Warm-Up: Making Inferences TE, p. 507

Instruct

- Read the section PE, pp. 507–512
- Unit 6 In-Depth Resources: Guided Reading, p. 5
- Discuss key questions TE, pp. 507, 509, 511
- Dateline: The Royal Palace, Kongo PE, p. 507
- Map: African Slave Trade, 1520–1860 PE, p. 508
- The World’s Heritage: A Wealth of Animals PE, p. 509
- Critical Thinking Activity: Synthesizing PE, p. 508
- Map: European Colonies in Africa, 1912 PE, p. 510
- Critical Thinking Activity: Making Inferences TE, p. 511
- Skillbuilder: Interpreting a Chart PE, p. 512
- Unit 6 In-Depth Resources: Skillbuilder Practice, p. 9

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 154–155
- Gifted and Talented TE, p. 508
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 149, 155
- Spanish Reading Study Guide, pp. 154–155

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 3 Quiz
- Track 13: "Sangoma";
Track 14: "Bebi alolo"
- classzone.com

Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- PE, p. 511
- Formal Assessment, p. 256
- TE, p. 511
- Unit 6 In-Depth Resources, p. 13

Block Scheduling Options

- Skillbuilder Mini-Lesson: Reading Historical Maps
- TE, p. 509

Homework Assignments

Other Teaching Materials



The Road to Independence

SECTION 4 OBJECTIVES

1. To identify nationalism as the root of Africa’s independence movement
2. To describe Nigeria’s struggle for independence and survival since European colonialism
3. To explain the restrictions of South Africa’s independence

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

PAG: 1.4, 1.9, 2.4, 2.6

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 513
- Warm-Up: Drawing Conclusions TE, p. 513

Instruct

- Read the section PE, pp. 513–517
- Unit 6 In-Depth Resources: Guided Reading, p. 6
- Discuss key questions TE, pp. 513, 515–517
- Map: African Political Systems, 2001 PE, p. 514
- Spotlight on Culture: Yam Festivals PE, p. 515
- Critical Thinking Activity: Making Inferences TE, p. 514
- More About: Kwame Nkrumah TE, p. 514
- A Voice from Africa TE, p. 514
- Technology: 1100 House of Stone PE, p. 517

Interdisciplinary Links

- Citizenship TE, p. 514

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 156–157
- Students Acquiring English/ESL: Discussing Diversity TE, p. 515
- Access for Students Acquiring English, pp. 150, 156
- Spanish Reading Study Guide, pp. 156–157

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 4 Quiz
- Chapter Tests
- Track 13: "Sangoma";
Track 14: "Bebi alolo"
- classzone.com

Assess & Reteach

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 17 Assessment
- Chapter Test, Forms A, B, and C
- PE, p. 516
- Formal Assessment, p. 257
- TE, p. 516
- Unit 6 In-Depth Resources, p. 14
- PE, pp. 518–519
- Formal Assessment, pp. 258–269

Block Scheduling Options

- Technology: 1100 House of Stone
- PE, p. 517

Homework Assignments

Other Teaching Materials



History and Political Change

FOCUS ON GEOGRAPHY OBJECTIVES

- To explain how rivers are used as transportation corridors
- To identify how geography affects a nation’s economy

SECTION 1 OBJECTIVES

1. To describe how European nations divided Western and Central Africa
2. To examine the government of the Democratic Republic of Congo
3. To examine the government of Ghana
4. To explain how the OAU and ECOWAS help developing nations in Africa

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

PPE: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.3, 2.4, 2.5, 2.6, 2.7

PAG: 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.3, 2.4, 2.6

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Introduce the Chapter

- | | |
|---|--|
| <input type="checkbox"/> Interpreting the Photograph: Outdoor market | <input type="checkbox"/> PE, pp. 520–521 |
| <input type="checkbox"/> Critical Thinking Activity: Contrasting | <input type="checkbox"/> TE, p. 520 |
| <input type="checkbox"/> Focus on Geography | <input type="checkbox"/> PE, p. 521 |
| <input type="checkbox"/> Making Geographic Connections | <input type="checkbox"/> TE, p. 521 |
| <input type="checkbox"/> Reading Social Studies: Reading Strategy—
Making Inferences | <input type="checkbox"/> PE, p. 522 |

Focus & Motivate

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> Discuss Main Idea, Why It Matters Now,
and Terms & Names | <input type="checkbox"/> PE, p. 523 |
| <input type="checkbox"/> Warm-Up: Hypothesizing | <input type="checkbox"/> TE, p. 523 |

Instruct

- | | |
|--|---|
| <input type="checkbox"/> Read the section | <input type="checkbox"/> PE, pp. 523–527 |
| | <input type="checkbox"/> Unit 6 In-Depth Resources: Guided Reading, p. 15 |
| <input type="checkbox"/> Discuss key questions | <input type="checkbox"/> TE, pp. 523–525, 527 |
| <input type="checkbox"/> Dateline: Berlin, Germany | <input type="checkbox"/> PE, p. 523 |
| <input type="checkbox"/> Map: The Congo Basin, 2001 | <input type="checkbox"/> PE, p. 524 |
| <input type="checkbox"/> Citizenship in Action: Aid for Children | <input type="checkbox"/> PE, p. 526 |
| <input type="checkbox"/> <i>A Voice from Ghana</i> | <input type="checkbox"/> TE, p. 526 |

RESOURCES

Instruct *continued*

- Critical Thinking Activity: Forming and Supporting Opinions TE, p. 525
- More About: The Ancient Empire of Ghana, Kofi Annan TE, pp. 525, 526
- Linking Past and Present: The Legacy of Africa South of the Sahara PE, pp. 528–529

Interdisciplinary Links

- Geography/Art TE, p. 524
- Citizenship TE, p. 525

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 160–161
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 157, 162
 Spanish Reading Study Guide, pp. 160–161
- Multiple Learning Styles: Logical/Linguistic TE, p. 526

Integrate Technology

- Electronic Teacher Tools
- Test Generator Section 1 Quiz
- The World’s Music CD Track 14: “Bebi alolo”
- Using the Internet classzone.com

Assess & Reteach

- Section 1 Assessment PE, p. 527
- Section 1 Quiz Formal Assessment, p. 270
- Reteaching Activity TE, p. 527
 Unit 6 In-Depth Resources, p. 22

Block Scheduling Options

- Multiple Learning Styles: Logical/Linguistic TE, p. 526

Homework Assignments

Other Teaching Materials



Economies and Cultures

SECTION 2 OBJECTIVES

1. To explain changes in the economics of Western and Central Africa
2. To describe the importance of African arts and mineral resources
3. To describe ways of life in Western and Central Africa

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

PPE: 1.2, 1.3, 1.5, 1.6, 1.8, 2.5, 2.6, 2.7

PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

PAG: 1.4, 1.9, 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 530
- Warm-Up: Making Inferences TE, p. 530

Instruct

- Read the section PE, pp. 530–535
- Unit 6 In-Depth Resources: Guided Reading, p. 16
- Discuss key questions TE, pp. 530–532
- Connections to Science: Disappearing Tusks PE, p. 531
- Map: The Arms Trade in Western Africa, 2001 PE, p. 532
- Spotlight on Culture: Seats of Art PE, p. 533
- Critical Thinking Activity: Finding Causes TE, p. 534
- More About: Storytelling in West Africa TE, p. 531
- Skillbuilder: Drawing Conclusions PE, p. 535
- Unit 6 In-Depth Resources: Skillbuilder Practice, p. 20

Interdisciplinary Links

- Language Arts TE, p. 531

Differentiating Instruction

- Less Proficient Readers TE, p. 533
- Reading Study Guide, pp. 162–163
- Gifted and Talented Students TE, p. 532
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 158, 163
- Spanish Reading Study Guide, pp. 162–163

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 2 Quiz
- Track 14: "Bebi alolo"
- classzone.com

Assess & Reteach

- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 534
- Formal Assessment, p. 271
- TE, p. 534
- Unit 6 In-Depth Resources, p. 23

Block Scheduling Options

- Career Connection: Lawmaker
- TE, p. 535

Homework Assignments

Other Teaching Materials



Nigeria Today

SECTION 3 OBJECTIVES

1. To explain the history of the Nigerian people
2. To identify events that brought democracy to Nigeria
3. To describe the art and literature of Nigeria

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.6, 2.5, 2.6, 2.7

PAG: 2.4, 2.6

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3



RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 536
- Warm-Up: Making Inferences TE, p. 536

Instruct

- Read the section PE, pp. 536–539
 Unit 6 In-Depth Resources: Guided Reading, p. 17
- Discuss key questions TE, pp. 536, 538, 539
- Dateline: Ancient Nigeria PE, p. 536
- Map: Ethnic Groups of Nigeria, 2001 PE, p. 537
- Biography: Wole Soyinka PE, p. 538
- Critical Thinking Activity: Recognizing Important Details TE, p. 537
- More About: The Nok TE, p. 537
- Critical Thinking Activity: Analyzing Causes TE, p. 538

Interdisciplinary Links

- World History TE, p. 538

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 164–165
- Gifted and Talented Students TE, p. 537
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 159, 164
 Spanish Reading Study Guide, pp. 164–165

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- Section 3 Quiz
- Chapter Tests
- The World's Music CD
- Track 14: "Bebi alolo"
- Using the Internet
- classzone.com

Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- Chapter 18 Assessment
- Chapter Test, Forms A, B, and C
- PE, p. 539
- Formal Assessment, p. 272
- TE, p. 539
- Unit 6 In-Depth Resources, p. 24
- PE, pp. 540–541
- Formal Assessment, pp. 273–284

Block Scheduling Options

- Differentiating Instruction: Gifted and Talented
- TE, p. 537

Homework Assignments

Other Teaching Materials



History and Governments

FOCUS ON GEOGRAPHY OBJECTIVES

- To help students identify the relationship between human activity and the environment
- To explain cultural factors that might limit economic development

SECTION 1 OBJECTIVES

1. To identify the great trade empires that developed in Eastern and Southern Africa
2. To describe the Masai and Zulu societies
3. To explain the establishment of independent nations
4. To describe the governments of Somalia and Rwanda

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.1, 1.6, 2.3, 2.4, 2.5, 2.6, 2.7

PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

PAG: 1.1, 1.2, 1.3, 1.6, 1.8, 2.1, 2.3, 2.4, 2.5

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Introduce the Chapter

- Interpreting the Photograph: Masai Girls PE, pp. 542–543
- Critical Thinking Activity: Making Inferences TE, p. 542
- Focus on Geography PE, p. 543
- Making Geographic Connections TE, p. 543
- Reading Social Studies: Reading Strategy—Predicting PE, p. 544

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 545
- Warm-Up: Predicting TE, p. 545

Instruct

- Read the section PE, pp. 545–549
 Unit 6 In-Depth Resources: Guided Reading, p. 25
- Discuss key questions TE, pp. 545, 547, 548
- Map: Aksum Trade Routes PE, p. 546
- Focus on Visuals: Interpreting the Photograph TE, p. 546
- Strange but True: Floating Seeds PE, p. 547
- Critical Thinking Activity: Recognizing Important Details TE, p. 549

RESOURCES

Instruct *continued*

- Interdisciplinary Challenge: Discover the Source of the Nile PE, pp. 550–551

Interdisciplinary Links

- World History TE, p. 548

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 168–169
- Students Acquiring English/ESL: Adjectives TE, p. 547
- Access for Students Acquiring English, pp. 165, 171
- Spanish Reading Study Guide, pp. 168–169
- Multiple Learning Styles: Mathematical/Logical TE, p. 546

Integrate Technology

- Electronic Teacher Tools
- Test Generator Section 1 Quiz
- The World’s Music CD Track 13: “Sangoma”
- Using the Internet classzone.com

Assess & Reteach

- Section 1 Assessment PE, p. 549
- Section 1 Quiz Formal Assessment, p. 285
- Reteaching Activity TE, p. 549
- Unit 6 In-Depth Resources, p. 33

Block Scheduling Options

- Multiple Learning Styles: Mathematical/Logical TE, p. 546

Homework Assignments

Other Teaching Materials



Economies and Cultures

SECTION 2 OBJECTIVES

1. To describe the agricultural bases of the region's economy
2. To analyze Southern Africa's economy
3. To describe cultural aspects of Eastern and Southern Africa
4. To identify the religions followed in the region

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

PPE: 1.2, 1.3, 1.5, 1.6, 1.8, 2.5, 2.6, 2.7

PDC: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8

PAG: 1.4, 1.9, 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 552
- Warm-Up: Making Inferences TE, p. 552

Instruct

- Read the section PE, pp. 552–557
- Unit 6 In-Depth Resources: Guided Reading, p. 26
- Discuss key questions TE, pp. 552, 554–556
- Dateline: Ethiopia PE, p. 552
- Map: Political Boundaries of Eastern Africa, 2001 PE, p. 553
- Graph: GDP of Southern African Nations, 2001 PE, p. 554
- Spotlight on Cultures: The Beat Goes On PE, p. 554
- Critical Thinking Activity: Using Maps TE, p. 553
- More About: Lake Victoria TE, p. 553
- Critical Thinking Activity: Comparing TE, p. 555
- Connections to History: Ancient Churches PE, p. 556
- Skillbuilder: Reading a Satellite Map PE, p. 557
- Unit 6 In-Depth Resources: Skillbuilder Practice, p. 31

Interdisciplinary Links

- Math TE, p. 554

RESOURCES

Differentiating Instruction

- Less Proficient Readers
- Gifted and Talented Students
- Students Acquiring English/ESL
- Reading Study Guide, pp. 170–171
- TE, p. 553
- Access for Students Acquiring English, pp. 166, 172
- Spanish Reading Study Guide, pp. 170–171

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World’s Music CD
- Using the Internet
- Section 2 Quiz
- Track 13: “Sangoma”
- classzone.com

Assess & Reteach

- Section 2 Assessment
- Section 2 Quiz
- Reteaching Activity
- PE, p. 556
- Formal Assessment, p. 286
- TE, p. 556
- Unit 6 In-Depth Resources, p. 34

Block Scheduling Options

- Career Connection: Ecologist
- Skillbuilder Mini-Lesson: Drawing Conclusions
- TE, p. 557
- TE, p. 555

Homework Assignments

Other Teaching Materials



South Africa Today

SECTION 3 OBJECTIVES

1. To describe the geography of South Africa
2. To trace the history of colonization and settlement in South Africa
3. To describe the impact of apartheid on the country
4. To explain the challenges the South African government faces today

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Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.6, 2.5, 2.6, 2.7

PAG: 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 560
- Warm-Up: Making Inferences TE, p. 560

Instruct

- Read the section PE, pp. 560–563
 Unit 6 In-Depth Resources: Guided Reading, p. 27
- Discuss key questions TE, pp. 560–563
- Dateline: South Africa PE, p. 560
- Biography: Nelson Mandela PE, p. 561
- Critical Thinking Activity: Clarifying TE, p. 561
- Chart: South Africans Today PE, p. 562
- Focus on Visuals: Interpreting the Chart TE, p. 562
- Map: Provinces of South Africa, 2001 PE, p. 562

Interdisciplinary Links

- Government/Current Events TE, p. 561

Differentiating Instruction

- Less Proficient Readers Reading Study Guide, pp. 172–173
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 167, 173
 Spanish Reading Study Guide, pp. 172–173
- Multiple Learning Styles: Visual/Interpersonal TE, p. 562

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 3 Quiz
- Track 13: "Sangoma"
- classzone.com

Assess & Reteach

- Section 3 Assessment
- Section 3 Quiz
- Reteaching Activity
- PE, p. 563
- Formal Assessment, p. 287
- TE, p. 563
- Unit 6 In-Depth Resources, p. 35

Block Scheduling Options

- Multiple Learning Styles: Visual/Interpersonal
- TE, p. 562

Homework Assignments

Other Teaching Materials



Kenya Today

SECTION 4 OBJECTIVES

1. To describe the geography of Kenya
2. To identify the ancestors of modern Kenyans
3. To explain the evolution of Kenya’s present-day government
4. To describe Kenya’s ethnic groups, education policies, and economics

Arkansas Planner

Arkansas Social Studies Standards

TCC: 1.1, 1.2, 1.3, 1.4, 2.1, 2.4

PPE: 1.6, 2.5, 2.6, 2.7

PAG: 2.4

SSPS: 1.1, 1.2, 2.1, 2.2, 2.3

RESOURCES

Focus & Motivate

- Discuss Main Idea, Why It Matters Now, and Terms & Names PE, p. 564
- Warm-Up: Hypothesizing TE, p. 564

Instruct

- Read the section PE, pp. 564–567
- Unit 6 In-Depth Resources: Guided Reading, p. 28
- Discuss key questions TE, pp. 564–566
- Dateline: Kenya PE, p. 564
- Map: Kenya, 2001 PE, p. 565
- Focus on Visuals: Interpreting the Map TE, p. 565
- More About: The Masai TE, p. 566
- Critical Thinking Activity: Recognizing Important Details TE, p. 567

Interdisciplinary Links

- Language Arts/Writing TE, p. 565

Differentiating Instruction

- Less Proficient Readers TE, p. 566
- Reading Study Guide, pp. 174–175
- Students Acquiring English/ESL Access for Students Acquiring English, pp. 168, 174
- Spanish Reading Study Guide, pp. 174–175

RESOURCES

Integrate Technology

- Electronic Teacher Tools
- Test Generator
- The World's Music CD
- Using the Internet
- Section 4 Quiz
- Chapter Tests
- Track 13: "Sangoma"
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Assess & Reteach

- Section 4 Assessment
- Section 4 Quiz
- Reteaching Activity
- Chapter 19 Assessment
- Chapter Test, Forms A, B, and C
- PE, p. 567
- Formal Assessment, p. 288
- TE, p. 567
- Unit 6 In-Depth Resources, p. 36
- PE, pp. 568–569
- Formal Assessment, pp. 289–300

Block Scheduling Options

- Interdisciplinary Link: Language Arts/Writing
- TE, p. 565

Homework Assignments

Other Teaching Materials
