It's Our Turn to Eat

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Purpose/Overview:
This lesson will help students understand causes of ethnic conflict in sub-Saharan Africa.

Grade Level: 7th

National Geography Standards from *Geography for Life*
Geographic Elements & Standards:
Human Systems Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Oklahoma Academic Standards for the Social Studies: 7th Grade World Geography, Eastern Hemisphere

2012 OAS	2019 OAS
Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources:** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.1.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.	**3.A.6-8.1** Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility
Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
Content Standard 2 The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.	**7.5** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.
2.4 Cite specific textual and visual evidence to analyze reasons for conflict and cooperation between groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organizations of the United Nations and the North Atlantic Treaty Organization including **C.** impact of multiple ethnic groups on Nigerian political stability.	**7.5.6** Analyze reasons for conflict and cooperation among groups, societies and countries, including the creation and involvement of supranational organizations.

Geographic Theme: Region

Objectives:

1. The student will understand the history of how modern-day borders in Africa were drawn.
2. The student will analyze the relationship between government structures, political leaders, and ethnic groups in sub-Saharan developing countries.

Materials:
Removable Borders handout (one per student or one per small group)
Computer / projection system (for PowerPoint)
"Our Turn to Eat" PowerPoint
"Smart Voting" handout, highlighted or regular (one per student)

Time Frame:
Two 50-minute class periods

Procedures:

1. **Borders activity –**
    a. Divide the class into groups of 2-4 students each.
    b. Distribute "Drawing Political Borders" paper to students.
    c. Explain to students that they will use information on three of the maps – Religions, Mountains and Rivers, and Languages – to determine where they would place borders on the blank Outline map. The group should come to a decision together. They should also fill out the information at the bottom of the page, telling how they made their decisions.
    d. Give students about 10 minutes to draw their borders.
    e. Circulate, encouraging students' thought processes by asking questions.
    f. Have groups share their borders with the class along with their reasons.
2. **PowerPoint –**
    a. Show the PowerPoint, talking students through the information.
3. **"Smart Voting" handout** ("Sometimes, voting along ethnic lines can be the 'smartest' thing for an African voter to do")
    a. Distribute one paper to each student.
    b. Explain that the written work is based on the article, and explain the written work.
    c. Have students work alone or in pairs to analyze the article and write the five original sentences.
    d. Circulate, helping students make connections within the article (which will allow them to write sentences with the terms).
    e. Go over some or all of the five term pairs, having students share examples of their original sentences.

Assessment Options:
Have students write one paragraph on ethnic favoritism, telling what it is and giving three examples of what it can look like.

Resources:
ARTICLE: *Misinterpreting Ethnic Conflicts in Africa* by Clement Mweyang Aapengnuo
http://ndupress.ndu.edu/Portals/68/Documents/archives/asb/ASB-4.pdf

Extension and Enrichment/Simplification: There are two versions of the student handout included in this lesson plan. The simplified one is identical to the other except the terms students will use in the written work are highlighted with bold throughout the article. This is very helpful for students who are not strong readers.