

Title: Discovering Southern Africa: New Places, New Ideas, New Experiences

Grade Level: 6-8; 9-12 Curriculum Focus: Social Studies, Science

Video Segments:

[Tracking Elephants](#) (06:33)

[Fighting for Democracy in India, South Africa, & Latin America](#) (02:14)

[The Information Age: Documenting Regime Changes](#) (01:47)

[Sharks: Great Mysteries of the Natural World](#) (01:54)

[How Anansi Obtained the Sky God's Stories](#) (04:56)

[Ocean Ecosystems](#) (Integrated Science Simulation)

Program Description: Southern Africa consists of twenty countries, including Madagascar, Angola, Johannesburg, Lesotho, Zimbabwe, South Africa, and Zambia. Victoria Falls is a spectacular geographic feature of Southern Africa, located on the Zambezi River. Many indigenous peoples populate Southern Africa, speaking Bantu, although other languages are also spoken, such as English and Portuguese. The area's natural resources are enormous, and many Southern Africans make their living through agriculture. However, because many people of Southern Africa are poor, poaching has become a serious concern because it affects not only the wildlife ecosystem but also the agriculture.

Some of these video chapters introduce students to the fragile ecosystems in Southern Africa, including a variety of animals and the area's ocean and reefs. The remaining video chapters allow students to understand the political and social upheavals that have occurred in this area, along with the technology that aided the world to observe these changes as they were unfolding.

Learning Objectives:

After viewing this video students will be able to:

- Discuss idea of human rights and the status of the individual
- Explore the concept of equality and human dignity
- Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change
- Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding
- Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes
- Understand populations and ecosystems
- Understand diversity and adaptations of organisms
- Describe how technology and science can help maintain ecosystems

Classroom Connections:

A: Ocean Ecosystems (Integrated Science Simulation)

As the video chapters reveal, ecosystems everywhere are necessary but fragile. To sustain them, we must better understand what they are and how they work. We must also understand how *not* to destroy them. Using this Integrated Science Simulation will allow you to manipulate a coral reef and the many populations it supports. You will explore what happens with water temperature, producer/consumer populations, and negative human activity. As you move through each simulation, document your results and share your findings with the class. Be sure to listen to the instructor on the simulation before you begin.

B: How many technology-based “tools” do you use and rely on everyday? As you learned from some of the video chapters, the world experienced and witnessed first-hand the injustices of apartheid, the struggles of the South African people, and the human rights fight waged by Nelson Mandela.

Can technology impact significantly social and/or political events? How have blogging, YouTube, the Ipod, cell phone cameras, and texting changed the way you and your friends *see* and understand not only your community and country but also the world—the global community.

Divide into groups, each group taking one form of technology and explore how this form of technology has changed the way we understand our global community.

C: Writing Prompt: (Grade Bands 6-8; 9-12)

Irony (Grade Band 9-12; Note: Use this Writing Prompt to compare segregation as it was practiced in the United States with that in Southern Africa before the end of apartheid.)

During a significant portion of the United States’ history, African Americans experienced segregation because of ethnicity. As you view this image of a soldier who is serving his country and is looking at the segregation sign at the train terminal, think about this quote from then Alabama Governor Wallace: “I draw the line in the dust and toss the gauntlet before the feet of tyranny, and I say segregation now, segregation tomorrow, segregation forever.” Spoken at his 1963 Inaugural Address, Wallace made it quite clear to all Americans where he stood on the issue of segregation. Taking both the image and Wallace’s statement, write an analysis in which you explore the irony exhibited in the image against the background of the messages of segregation.



Then and Now (Grade Band 6-8; Note: Use this Writing Prompt to explore what education once was for African Americans in the United States to what it is now in Southern Africa to what students experience now.)

This is an image of an African-American classroom of 1902. It is a segregated classroom. Look at the image closely. What differences and similarities do you see in that early classroom and your classroom today? In an expository essay explain the differences and similarities between the two classrooms.



Target Vocabulary:

Apartheid: 1: racial segregation; *specifically*: a former policy of segregation and political and economic discrimination against non-European groups in the Republic of South Africa 2: **SEPARATION** , **SEGREGATION** <cultural *apartheid*> <gender *apartheid*>

Nelson Mandela: **South African human rights activist, politician, and political prisoner; held as prisoner from 1964-1990; Nobel laureate (1993); president of South Africa Republic (1994-99)

African Reserves: **protected areas in parts of Africa on which wildlife and indigenous people live

Wole Soyinka: **dramatist, poet, novelist; Nobel laureate (1986); among his collection of poetry is *Mandela's Earth and Other Poems* (1988) from which a selection is read in a video chapter

African National Congress (ANC):**founded in 1912 as a multiracial nationalist organization; government banned from 1960-1990; one of its former leaders was Nelson Mandela

*All definitions from *Merriam Webster Dictionary Online* <http://www.merriam-webster.com/>.

** Definitions are from video

Academic Standards:

National Council for the Social Studies (NCSS) has developed national standards to provide guidance for teaching social studies. To view the standards online, go to <http://www.socialstudies.org>

- Understand the significance of studying culture and cultural diversity
- Understand global connections and interdependence
- Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationship within the ecosystem
- Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population
- Illustrate how individual behaviors and decisions connect with global systems
- Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare
- Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad
- Explain the origins and continuing influence of key ideas of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law

National Science Teachers Association (NSTA) has developed national standards to provide guidance for teaching science. To view the standards online, go to <http://books.nap.edu/openbook.php?isbn=0309053269>

- Understand the interdependence of organisms
- Understand the behavior of organisms
- Understand the role of science in personal and social perspectives with regard to population growth, natural resources, environmental quality, and global challenges
- Understand the role of science and technology