**TGA Lesson Plan:**



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| **Created by: Jenny Shorten, Evangelical Christian School, Memphis, TN** |
| **Grade Level: 3rd**  | **Course Title: World Geography** |
| **State Standard(s)** | 3.48 Identify major countries of the continent (Egypt, Kenya, Libya, and South Africa). (G)3.49 Identify major physical features of the continent (G):Rivers – Congo, Niger, Nile, Mountains – Kilimanjaro, Mt. Kenya, Atlas Mountains, Desert – Sahara, Bodies of Water – Indian Ocean, Lake Victoria, Southern Ocean, Landforms – Cape of Good Hope |
| **Resources** | Africa by Yvonne Ayo. Photographed by Ray Moller and Geoff Dann. New York: Knopf, 1995. Learn about the geography of this vast continent and its people. Did you know that this huge continent is a land of deserts, savannas, mountains, waterfalls, and forests? Africa by Colm Regan. Austin, Texas: Raintree Steck-Vaughn, 1997. Study the countries of Africa and learn their geography, their history, resources, environment, and about the people. |
| **Time Required** | This lesson could take an entire week. |
| **Slide****Number(s)** | **Lesson Outline** |
| 1-2 | Africa is the world's second-largest and second-most-populous continent. Africa's population is the youngest among all the continents; 50% of Africans are 19 years old or younger. Africa has eight major physical regions: the Sahara, the Sahel, the Ethiopian Highlands, the savanna, the Swahili Coast, the rain forest, the African Great Lakes, and Southern Africa. Some of these regions cover large bands of the continent, such as the Sahara and Sahel, while others are isolated areas, such as the Ethiopian Highlands and the Great Lakes. Each of these regions has unique animal and plant communities. |
| **3** | The African continent is really large. It could hold the land occupied by China, India, Europe, Argentina, New Zealand and the continental United States, with room to spare! |
| **4-5** | It consists of 53 countries and over 2,000 languages are spoken there. |
| **6-7** | Give each student a map of Africa. Explain to them that this is a political map. A political map shows borders between countries.First show them the map on Power Point, indicating where Egypt, Madagascar, Kenya, Libya, and South Africa are. Take the map off the screen and see if they can remember where those countries are. For bonus points, see if they can fill in any other African countries. Allow them to color their maps in bright colors. |
| **8-9** | Give each student another map of Africa. This time, they will be filling in the important physical features. Explain to them what a physical map has on it. Point out The Congo, Niger, Nile, and Orange Rivers. Get them to identify Kilimanjaro, Mt. Kenya, and the Atlas Mountains. Next will be the Sahara Deset and the Kalahari Desert. They should be able to identify bodies of water like the Atlantic Ocean, the Indian Ocean, Mediterranean Sea, the Southern Ocean, and Lake Victoria. Also, find the Cape of Good Hope and briefly explain that a long time ago, this was an important refreshment station for sailors who were traveling around the world – people like Bartholomew Diaz.Play the song Kilimanjaro by Jaluka as they fill in their maps. <https://www.youtube.com/watch?v=Y347mf80pVo>  |
| 10-13 |  Deserts, rivers, waterfalls, and deltas. Africa has diverse landforms |
| 14-15 | In Africa, the big five game animals are the African lion, African elephant, Cape buffalo, African leopard, and White/Black rhinoceros. The term big five game (sometimes capitalized or quoted as "Big Five") was coined by big-game hunters and refers to the five most difficult animals in Africa to hunt on foot. The members of the Big Five were chosen for the difficulty in hunting them and the degree of danger involved, rather than their size. The most dangerous animal in Africa is the hippo!! Contrary to popular belief, there are no tigers in Africa.Read The Leopard's Drum: An Asante Tale from West Africa by Jessica Souhami. Boston: Little, Brown, 1995. This folktale is about Osebo the leopard, who has a beautiful drum that he won't share with anyone else. Nayme, the Sky-God, offers a reward to the animal who will bring him the drum. |
| 16 | Dung Beetles are an endangered species in Africa. They are fascinating to watch. Show the students the following: <https://www.youtube.com/watch?v=Q1zbgd6xpGQ>  |
| 17 | Africa has tons of great birds to offer, from the reclusive Grey-necked Rockfowl, to the super-DIY Weavers, and the powerful and enigmatic Martial Eagle.Class Exercise: If you could visit a part of Africa, would you choose a river like the Nile River, a mountain like Mt. Kilimanjaro, or the grasslands where the large animals live? Have the class list the positive and negative reasons for visiting these areas. Divide the class into three groups and have each group take an area. Have a discussion allowing each group to convince the others to visit its area. |
| 18 | Read A is for Africa by Ifeoma Onyefula, Cobblehill Books, 1993. This Nigerian author's book of words and pictures shows us the many faces and worlds of African people. There are thousands of different languages spoken on this continent and the people are all very different. |
| 20-22 | The All-Africa Games, sometimes called the African Games or the Pan African Games, are a continental multi-sport event held every four years. 32 sports have been presented in All-Africa Games history. The first Games were held in 1965 in Brazzaville, Congo. Find the Democratic Republic of the Congo on the map. Find Brazzaville. |
| 23 | Tell your students that they are going to plan a pretend class trip to the Congo. Ask the students to help you list all the kinds of arrangements that they must make before leaving home if they want to have a successful and satisfying trip to this one area of Africa. The goal is to encourage students to realize that they must consider at least the following issues: Transportation, accommodations, itinerary, language and customs, and packing.Here are sample questions to consider:* How will the class travel from home to this part of Africa?
* How far away is this part of Africa, and how long will it take to get there?
* What documents will students need to leave the United States, enter an African country, and then return to the United States?
* What kinds of accommodations are available—hotels?
* What kinds of clothes should students pack, given the African climate and what they plan to do there?
* In order to be goodwill ambassadors for the United States, what should student visitors know about the African people they are going to visit? That is, do the people who live in this part of Africa have customs that visitors should know about in advance?
* What should students know about their hosts' languages, foods, and religions before traveling to this part of Africa?
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| 24 | Ask the students to choose a sport from the All-Africa Games. What do they know about it? Compare and contrast it with another sport |