

The Carter Center's Work in Sub-Saharan Africa
High School – World Geography, World History, Economics

Elaborated Lesson Focus:

This lesson is designed to allow students to examine the many challenges facing the nations of Sub-Saharan Africa today and how The Carter Center is working to enable these nations to deal successfully with health, agricultural, and political needs.

Georgia Performance Standards:

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

- f. Analyze strengths and weaknesses in the development of Sub-Saharan Africa; include factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy.
- h. Analyze the impact of drought and desertification on Sub-Saharan Africa.

SSWH20 The student will examine change and continuity in the world since the 1960s.

- a. Identify ethnic conflicts and new nationalisms; include pan-Africanism, pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.

SSEF6 The student will explain how productivity, economic growth, and future standards of living are influenced by investment in factories, machinery, new technology, and the health, education, and training of people.

- c. Give examples of how investment in education can lead to a higher standard of living.

NOTE: Depending on which nations students choose in this activity, other standards may be applicable as well.

Enduring Understanding / Essential Questions:

Sub-Saharan Africa is a world region of many diverse cultures, traditions, and beliefs. It is also a world region that faces many challenges in the modern world. Many Carter Center programs have helped Sub-Saharan African nations identify problems and propose solutions, leading to positive outcomes for development and democracy in those nations.

1. In which Sub-Saharan African nations has The Carter Center been involved?
2. What types of programs have been successful in addressing Sub-Saharan African health, agricultural, and political needs?
3. How is the mission of The Carter Center reflected in its activities in Sub-Saharan Africa?
4. How are the dilemmas facing Sub-Saharan African nations connected to their geographic location and physical features?

5. How have the citizens of Sub-Saharan African nations benefited from the Carter Center's endeavors?

Performance Tasks:

Students will examine various documents including maps and descriptions of Carter Center programs in Sub-Saharan African nations, video segments, and photo slideshows about Carter Center programs. After following the instructions below and viewing the introductory videos, students will choose THREE Sub-Saharan African nations in which The Carter Center has been involved. The culminating task asks students to create a visual profile of each nation (either using posters or computer software such as PowerPoint or Photoshop) that includes:

- Its location on a map of Africa
- Key geographical features of the nation
- Important cities
- The work of The Carter Center in that nation.

The visual profile should include photographs and/or illustrations of Carter Center involvement, including health programs, democracy and election activities, and agricultural development initiatives where applicable. It should be neat and easy to understand. Students will present one of their profiles to the class. (Teachers may wish to pre-assign some Sub-Saharan African nations to students so as many nations as possible will be researched during this project.)

Procedure:

- 1 Students will begin this activity by viewing the 10-minute video "Waging Peace" at <http://www.cartercenter.org/news/multimedia/GeneralTopics/WagingPeace2006.html>. After viewing this video as a class, students will discuss the mission of The Carter Center and describe the various kinds of programs in which it is involved.
- 2 After class dialogue and discussion about the videos, students will use the Carter Center website (<http://cartercenter.com/countries/index.html>) to locate nations in Sub-Saharan Africa in which the Carter Center has worked
 - a. Ask students to focus on Sub-Saharan Africa. An atlas should be consulted for geographical features and major cities.
 - b. Students will find additional photo slideshows focusing on specific nations or issues in Africa (Ghana, Ethiopia, Liberia, Nigeria, Sudan, Togo, Sierra Leone, Zambia, and others) on the Carter Center website at the multimedia console listed in 1 above.
 - c. Students should pay particular attention to the health programs at <http://www.cartercenter.org/health/index.html> and work in election observation <http://www.cartercenter.org/peace/democracy/observed.html>

- d. Students will also find information about the founders of The Carter Center, President Jimmy Carter and Rosalynn Carter, at http://www.cartercenter.org/news/experts/jimmy_carter.html and http://www.cartercenter.org/news/experts/rosalynn_carter.html.
- 3 After students have visited the Carter Center site, viewed selected videos and slideshows, and used the interactive map, students will be ready to choose THREE Sub-Saharan African nations and begin in-depth research for their profiles and presentations. If students are using computer software to create profiles, teachers may wish for students to use a projector to present to their classmates.

Rubric for Sub-Saharan Africa Profiles

- 4 Includes all required elements on the profile.
Explains in detail geographic features and economic activities of that nation
Offers in-depth analysis of Carter Center programs, the reasons they were needed, and the changes they brought to that nation.
Presents clearly and confidently to classmates, explaining in detail the images and descriptions included on the profile.
Profile is neat, organized, and logical, without factual errors or mistakes in punctuation, spelling, and grammar
- 3 Includes all required elements on the profile.
Identifies and describes geographic features and economic activities of that nation.
Offers analysis of Carter Center programs, the reasons they were needed, and the changes they brought to that nation.
Presents clearly and confidently to classmates, explaining most images and descriptions included on the profile.
Profile is neat, organized, and logical, without factual errors and with few mistakes in punctuation, spelling, and grammar.
- 2 Includes most required elements on the profile.
Identifies and describes some geographic features and economic activities of that nation.
Identifies Carter Center programs in that nation with limited description of why they were needed and how they impacted the nation.
Presents to classmates and includes some explanation of images and descriptions beyond what is on the profile.
Profile is somewhat organized and logical with minimal factual errors and few mistakes in punctuation, spelling, and grammar

- 1** Includes some required elements on the profile.
Identifies and describes few geographic features and few economic activities of that nation.
Identifies some Carter Center programs in that nation
Presents to classmates with little discussion beyond what is on the profile.
Profile lacks organization, is hard to follow, has some factual errors, and includes several mistakes in punctuation, spelling, and grammar.

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