

**Fighting Disease**  
**Seventh Grade – Geographic Understandings**  
**Seventh Grade – Economic Understandings**

**Elaborated Lesson Focus**

This lesson is designed for students to gain knowledge of the impact positive medical intervention has in developing countries. Activities will focus on the physical geography of Africa and their health issues due to Guinea worm disease and river blindness. Students will use both primary and secondary resources. By the end of the lesson, students will demonstrate their knowledge by labeling a map of the African countries and locations where The Carter Center works to control incidences of Guinea worm disease and river blindness.

**Standards**

**SS7G1 The students will be able to describe and locate the important physical and human characteristics of Africa.**

- a. Describe and locate major physical features; include Sahara, Savannah, Sahel, Tropic Rain Forest, Congo River, Nile River, Zambezi River, Niger River, East African Mountains (Ethiopian Highlands), Drakensberg Mountains, Atlas Mountains, Kalahari Desert, Lake Tanganyika, and Lake Victoria.
- b. Describe and locate the nations of South Africa, Zimbabwe, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Nigeria, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Kenya, and Chad.

**SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.**

- a. Describe the importance of investment in human capital; include the health, education, and training of people.
- b. Describe how factors such as political stability, education, and health issues inhibit or enhance investment in capital goods, including factories, machinery, and new technology.

**Enduring Understanding/Essential Questions**

The student will understand that humans, their society, and the environment affect one another. (Georgia Department of Education EU [www.georgiastandards.org](http://www.georgiastandards.org))

Examining Carter Center programs that address health issues will provide insight for students into world issues.

- What are major physical features of African countries? Identify these countries on a map.
- What common factors (government, economy, education, and health issues) do African countries have?
- What African countries are participating in health programs with The Carter Center?

- How do the health programs of The Carter Center impact African countries? What diseases is The Carter Center helping to fight in Nigeria? What is unique about Nigeria’s health programs?

**Balanced Assessment Plan**

**Description of assessment**

**Type of assessment**

Students will work in pairs. Students will identify (label) the African countries listed in SS7G2a. Students will draw in and label the major physical features listed in SS7G2b.

Observation

Working in pairs, students will create a chart of the African countries listed in SS7G2a that The Carter Center is working with to eliminate human suffering. The chart will include government, economy, education, and health issues. Pairs will be placed in groups to compare their charts. Groups will share their charts. Students in pairs will use the following website: [www.cartercenter.org](http://www.cartercenter.org). Click on “Health Programs Overview.” Read it and discuss it with partner. Click on “Guinea Worm Eradication Program.” Read it. Watch the video on Guinea worm located under “News and Publications” in the “Multimedia” section. Under “Health Topics” view “Guinea Worm (2006).” Click on “Activities by Countries.” On the map, shade each country in blue which is participating in the Guinea Worm Eradication Program. Click on the following countries: South Africa, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Nigeria, Kenya, and Chad. Read the Nigeria Country page carefully to understand how Guinea worm disease affects communities. Read about Nigeria’s integrated disease approach.

Dialogue and Discussion  
Constructed Responses  
Self-Assessment

Students in pairs will use the following Web site: [www.cartercenter.org](http://www.cartercenter.org). Click on “Health Programs” scroll to “Guinea Worm Eradication Program.” Click on “Stories from the Field” (right). Read two or three stories. Click on “Health Programs” scroll to “River Blindness Program.” Click on “Stories from the Field” Read two or three stories. Students will share the stories with the class.

Dialogue and Discussion  
Selected Responses

**Performance Task**

Students will write an essay about the eradication of Guinea worm disease and its importance to Africa and the world.

Rubric

## **Resources for the African Countries**

Textbooks

Atlas

[www.cartercenter.org](http://www.cartercenter.org)

The Carter Center Nigeria Country Page

<http://cartercenter.org/countries/nigeria.html>

Videos on health issues and Waging Peace at [www.cartercenter.org](http://www.cartercenter.org) are:

### **Waging Peace**

<http://www.cartercenter.org/news/multimedia/GeneralTopics/WagingsPeace2006.html>

### **Guinea Worm (2006)**

<http://www.cartercenter.org/news/multimedia/HealthPrograms/TamingtheFierySerpent.html>

### **River Blindness (2006)**

<http://www.cartercenter.org/news/multimedia/HealthPrograms/PreservingVisionforFutureGenerations.html>

### **Lymphatic Filariasis (2006)**

<http://www.cartercenter.org/news/multimedia/HealthPrograms/AlleviatingSufferingEndingShame.html>

### **Rubric for Fighting Disease**

#### **Essay Rubric**

##### **Scale One: Use of Data:**

- 6 Always uses accurate and relevant data.**
- 5 Consistently uses accurate and relevant data.**
- 4 Uses mostly accurate and relevant data.**
- 3 Mixes mostly accurate and relevant data.**
- 2 Uses mostly inaccurate and irrelevant data.**
- 1 Uses almost no accurate or relevant data.**

##### **Scale Two: Plan of Organization**

- 6 Always demonstrates a logical and coherent plan of organization.**
- 5 Consistently demonstrates a logical and coherent plan of organization.**
- 4 Develops the assigned topics using a general plan of organization.**
- 3 Addresses the assigned topic, but demonstrates weakness in organize and include digression.**
- 2 Attempts to develop the assigned topic, but demonstrates a profound weakness in organization and may include several digressions.**
- 1 Minimally addresses the assigned topic but lacks a plan of organization.**

**Scale Three: Development of Ideas**

- 6 Always develops ideas fully and clearly, using appropriate examples, reasons, details, explanations, and/or generalizations.**
- 5 Consistently develops ideas fully, using appropriate examples, reasons, details, explanations, and/or organization.**
- 4 Demonstrates satisfactory development and expression of ideas through the adequate use of support materials.**
- 3 Demonstrates weakness in the development and expression of ideas with little use of support materials.**
- 2 Demonstrates profound weakness in the development and expression of ideas, with little use of support materials.**
- 1 Does not use support materials in the development and expression of ideas.**

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