

Workshop 5

Sub-Saharan Africa

Part 1. South Africa

Part 2. Kenya

This workshop focuses on the geographical issues of Sub-Saharan Africa, with case studies on the impact of apartheid on present-day South Africa as well as on disease diffusion in Kenya. Classroom segments show educators using role-playing activities to teach students about land allocation in South Africa and the impact of the AIDS epidemic in Sub-Saharan Africa.

Before You Watch

Before viewing the video programs for **Workshop 5: Sub-Saharan Africa**, please read the Video Program Overviews below—paying close attention to the Questions To Consider—and the descriptions of the standards featured in this workshop (listed below). Those descriptions can be found in the Appendix of this guide.

These readings provide background on the geographic and pedagogical issues addressed in this workshop. We encourage you to read *Geography for Life* in its entirety as you move through the workshops. It contains further background on the National Standards and their development, numerous examples and rich illustrations aiding interpretation, valuable tools for strengthening and developing lessons, and additional insight into geography's significance in our daily lives.

Also, prior to the workshop, you should explore the associated Key Maps and Interactive Activities on the *Teaching Geography* Web site:

www.learner.org/channel/workshops/geography.

The National Geography Standards for Workshop 5

The National Geography Standards highlighted in this workshop include Standards 9, 13, 15, and 16. Read the descriptions of the appropriate standards found in the Appendix, on the workshop Web site, or in their complete form in Chapter 4 of *Geography for Life*. You can find supplemental materials in the Resources at the end of this workshop chapter.

Video Program Overviews

Part 1. South Africa: This Land Is My Land

In 1994, after the first democratic elections in South Africa, the government began to redress issues of land ownership under apartheid. Previously, South Africa's 90% black population was relegated to what were known as "the homelands," a mere 15% of the available land, often located in marginal, undesirable areas. Consequently, black farmers struggled to survive on their meager harvests while white farmers prospered. Today, black South Africans are very excited about the prospect of land reform, but ultimately, they will receive much less than what was lost at the time of their removal to the homelands.

Geographer Brent McCusker investigates the disparity in productivity between the land operated by black and white farmers. We follow him as he uses GIS-based field study and personal interviews to uncover the comparative lack of resources and government support for black farmers in South Africa. His research raises questions concerning the relationship between geography and politics.

Following commentary on regional and human geography, our classroom segment features teacher Maureen Spaight using a role-playing activity to help her students understand land allocation decisions.

Objectives

Participants will be able to:

- analyze how cooperation and conflict influence the development and control of social, political, and economic entities;
- evaluate the geographic impacts of policy decisions related to the use of resources; and
- identify how role-playing activities help students analyze the relationship between the spatial distribution of settlement and resources.

Before You Watch, cont'd.

Questions To Consider

1. What is the effect of colonization on present-day societies?
2. What can GIS mapping and ground-truthing tell us about land use?
3. What factors contribute to successful land redistribution policies?
4. What factors impede the land redistribution process?
5. How do role-playing activities increase student engagement?

Featured Educator: Ms. Maureen Spaight, ninth-grade civics teacher, East Providence High School, East Providence, Rhode Island.

Part 2. Kenya: Understanding Sickness

This program examines disease in Sub-Saharan Africa and how geography can play a role in developing strategies to reduce loss of life. Our case study takes us to Kenya, where malaria and river blindness have always been a threat. But today, the HIV-AIDS pandemic is taking a terrible toll on the Kenyan population with dire implications for the future of that country's development.

We see how geographer Veronica Ouma maps the patterns of disease diffusion in order to understand the spread of HIV-AIDS infection. What effect do access to resources, migration and settlement patterns, and cultural practices have on the rate of infection? And how do these factors affect attempts to reduce disease transmission?

Armed with geographic data, geographer Ouma can begin to assess the impact of location and other factors on the success or failure of strategies aimed at disease control. The case study also investigates how other countries in the region, such as Uganda, have responded to the HIV-AIDS crisis, as well as the emerging role of the international community.

Following commentary by Gil Latz and Susan Hardwick, Jim Binko introduces a teaching segment featuring Shirley Hutchins and her eighth-grade class. Using a case study approach, Shirley's students demonstrate their understanding of HIV-AIDS in Kenya through multiple methods of analysis.

Objectives

Participants will be able to:

- identify how understanding population movement can contribute to disease control;
- explain contemporary issues in the context of spatial and environmental perspectives; and
- identify strategies for helping students develop plans to solve local and regional problems that have spatial dimensions.

Questions To Consider

1. What role does the physical environment play in the spread of HIV-AIDS?
2. How do human settlement patterns and migration affect the spread of disease?
3. What effect does disease have on a country's development?
4. How does culture interact with disease control?
5. How can teachers introduce sensitive topics in their classrooms?

Featured Educator: Ms. Shirley Hutchins, eighth-grade geography teacher, West Point Junior High School, West Point, Mississippi.

Workshop Session

The video program for **Workshop 5: Sub-Saharan Africa** includes two parts, each containing a geography case study, classroom segment, regional and human geography commentary, and pedagogical commentary. This guide provides pre- and post-video activities, as well as questions to consider while watching the program. Follow the approximate timelines on the grid below, depending on the length of your workshop session and whether you are watching a real-time broadcast or a videotape.

Viewing Real-Time Broadcast (Two-Hour Session): Watch the full program, then do each of the activities.

Viewing Videotapes (One Two-Hour or Two One-Hour Sessions): Watch each video segment listed below, then do the related activity. If you can only meet for an hour, do Part 1 as one session and Part 2 as another. Please complete Part 1 before doing Part 2.

All times are approximate	VIEWING REAL-TIME BROADCAST Watch the full program, then do each of the activities below.	VIEWING VIDEOTAPES Watch each video segment listed below, pausing after each one to do the related activity.
Watch Full Program	58 minutes	
Do Getting Ready 1: Into Africa	15 minutes	15 minutes
Watch Sub-Saharan Africa Part 1: South Africa: This Land Is My Land		29 minutes
Do Going Further 1: Multiple Media: Getting Beyond the Text	15 minutes	15 minutes
Do Getting Ready 2: Rating Health	15 minutes	15 minutes
Watch Sub-Saharan Africa Part 2: Kenya: Understanding Sickness		29 minutes
Do Going Further 2: Sensitive Subjects	15 minutes	15 minutes

Note: Readings are not included here. These should be completed prior to the workshop session. See Before You Watch for more information.

Part 1. South Africa: This Land Is My Land

Getting Ready 1: Into Africa (15 minutes)

Working individually, take **five minutes** to study the map of colonial Africa in 1930 and of the Black Homelands of South Africa and briefly write your answers to these questions:

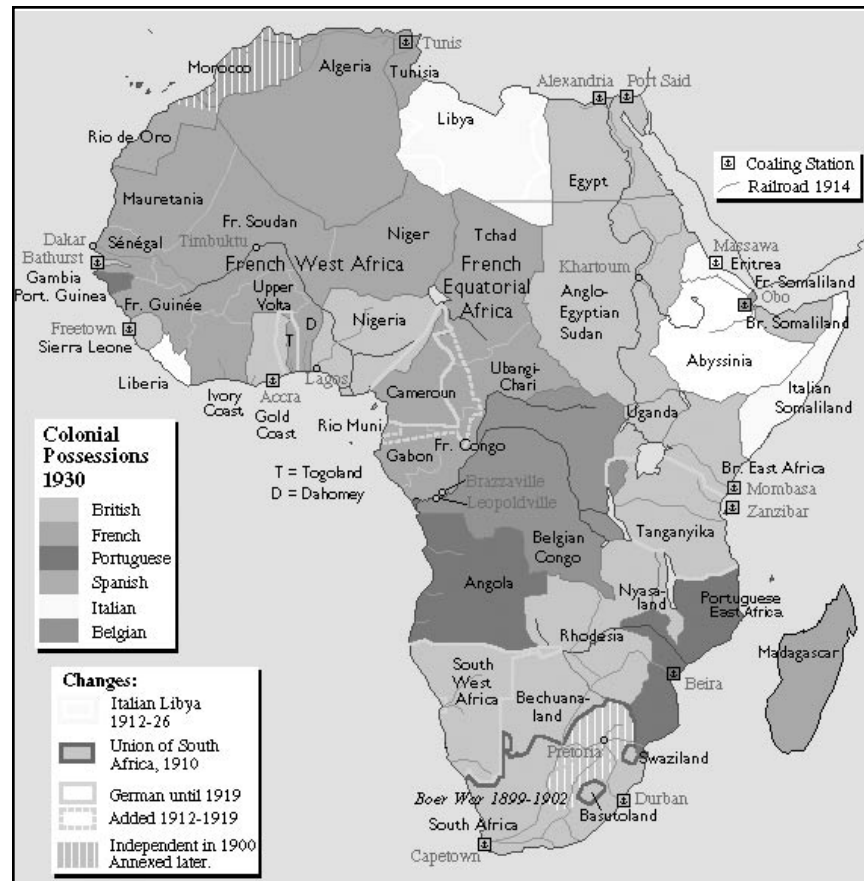
- What do these maps tell us about Africa's history? What are your impressions? Focus on relations between blacks and whites, how whites came to Africa, and how countries with white minorities and black majorities operate.
- What are the effects of colonialism on modern African states?

Site Leader: This activity requires two maps, one of colonial possessions in 1930 and the other of the South Africa Black Homelands in 1986. Please make sure that everyone has a copy of both prior to starting the activity. Keep participants to five minutes for the first part of the activity and facilitate discussion for the remaining 10 minutes.

Workshop Session, cont'd.

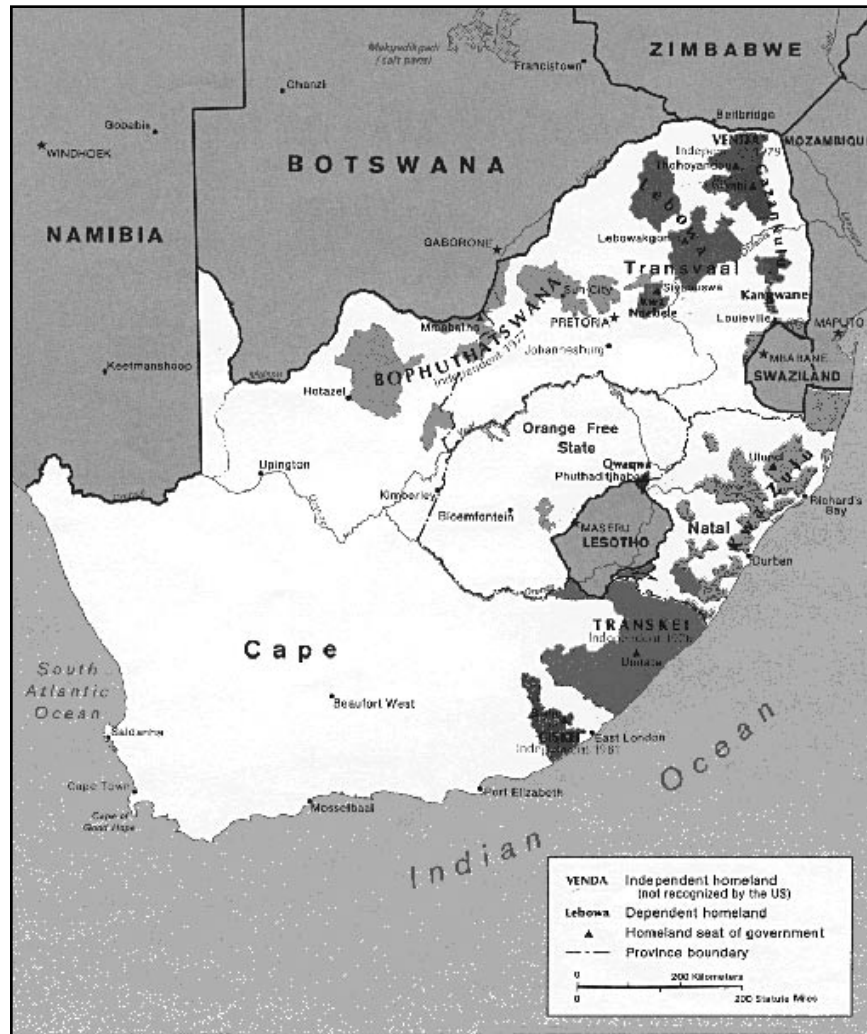
Take **10 minutes** to share your answers with the group.

Be thinking of the effects of colonialism and how modern Africa must deal with them as you watch the video program.



Map of Colonial Possessions in 1930

Workshop Session, cont'd.



Map of South Africa Black Homelands in 1986

Workshop Session, cont'd.

Watch Part 1. South Africa: This Land Is My Land (30 minutes)

Questions To Consider

1. What is the effect of colonization on present-day societies?
2. What can GIS mapping and ground-truthing tell us about land use?
3. What factors contribute to successful land redistribution policies?
4. What factors impede the land redistribution process?
5. How do role-playing activities increase student engagement?

Going Further 1: Multiple Media: Getting Beyond the Text (15 minutes)

The classroom lesson we just saw focused on the land allocation group activity. In an earlier part of this lesson that was not shown, Maureen Spaight had her students listen to part of an audio recording of Alan Paton reading from his book, "Cry the Beloved Country," in order to help them better understand the history of South Africa. Maureen has also used popular films such as "Out of Africa" and novels such as "Animal Farm" to introduce concepts relevant to the study of Africa and colonization.

Site Leader: This activity is split into three time periods. Please help participants keep track of the time and facilitate the group discussion.

Take **three minutes** to list as many specific examples as you can of similar types of media—poetry, music, films, novels, etc.—that you might use to introduce and/or reinforce a lesson about South Africa. Please be specific, e.g. the film "Biko."

Now, take **two minutes** to choose one of your examples and briefly explain why it would be an effective classroom tool—how does it connect to the subject and how does it help connect your students to the subject?

For the remaining **10 minutes**, share and discuss your ideas, keeping this question in mind: How does using multiple media appeal to different styles of learning?

Part 2. Kenya: Understanding Sickness

Getting Ready 2: Rating Health (15 minutes)

(This activity is based in part on a lesson by Artis West of North Cobb High School in Kennesaw, Georgia. That lesson plan is included in Featured Lesson Plans.)

Begin by studying this choropleth map of Sub-Saharan Africa. Each color corresponds to a World Health Rating determined by the following demographic factors: life expectancy for men and women, infant mortality, crude death rate, people per physician, percentage of the population under 15 years of age, and per capita Gross National Product (GNP). The higher the rating, the healthier a country's population. For example, the United States has a health rating of 9, Gabon has a rating of 4, and Malawai has a rating of 1.3.

Site Leader: This activity involves analyzing a map of Africa. Please keep participants to five minutes in the first part of the activity and facilitate group discussion for the last 10 minutes.

Working individually, take **five minutes** to briefly write down what you can surmise from the map, addressing these questions:

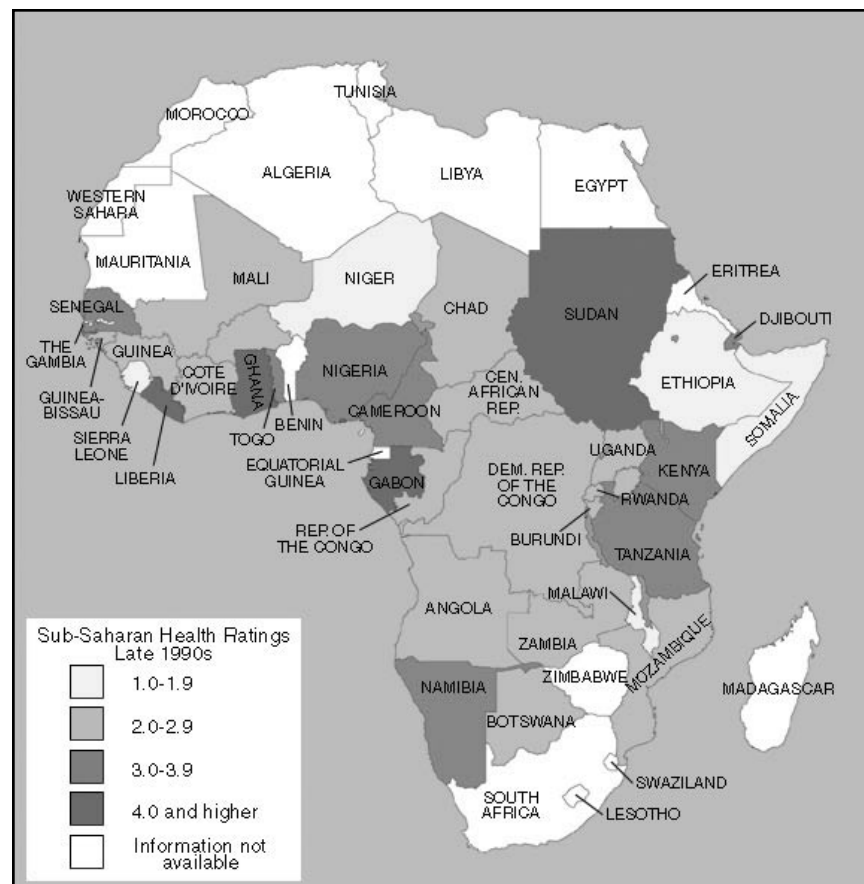
- What patterns do you see?
- What might account for these patterns?

Workshop Session, cont'd.

- How might a country's location, resources, or climate affect its health rating?
- Why might a developed nation such as the United States have a better health rating than a developing nation?

Spend the remaining **10 minutes** discussing your answers with the group.

Keep in mind how physical and human factors affect the health of a nation's population as you watch the video program.



Map of Sub-Saharan Health Ratings, late 1990s

Workshop Session, cont'd.

Watch Part 2. Kenya: Understanding Sickness (30 minutes)

Questions To Consider

1. What role does the physical environment play in the spread of HIV-AIDS?
2. How do human settlement patterns and migration affect the spread of disease?
3. What effect does disease have on a country's development?
4. How does culture interact with disease control?
5. How can teachers introduce sensitive topics in their classrooms?

Going Further 2: Sensitive Subjects (15 minutes)

Our lesson shows Shirley Hutchins' eighth-grade students working in a serious manner on the rather sensitive issue of HIV-AIDS. We see them maturely discussing condom use, freelance sex workers, and marital customs.

Site Leader: Please help participants keep track of the time and facilitate group discussion.

Take **five minutes** to briefly answer these questions in writing:

- What opportunities and challenges do covering such subjects present?
- What strategies can you think of to foster mature handling of similar subjects?
- What other subjects might fall into the category of "sensitive?"

During the remaining time, discuss these issues with the group.

Featured Lesson Plans

Go to the workshop Web site for the lesson plans featured in the classroom video segments and Getting Ready 2: **South Africa Land Allocation**, contributed by Maureen Spaight; **Kenya: The AIDS Epidemic**, contributed by Shirley Hutchins; and **Health Ratings for Sub-Saharan Africa**, contributed by Artis West. Please note that not all material covered by the lesson plans was presented in the video segments.

Teaching Geography Web site: www.learner.org/channel/workshops/geography

Resources

Web Resources

The World Bank: HIV/AIDS

<http://www.worldbank.org/afr/aids/>

AllAfrica Global Media

<http://allafrica.com>

AllAfrica Global Media is the leading provider of African news and information worldwide, through news feeds to institutional and agency clients and through allafrica.com.

World Health Organization

<http://www.who.int/home-page/>

Article: "AIDS Study in Africa Could Have U.S. Benefits"

<http://www.tamu.edu/univrel/aggiedaily/news/stories/01/052401-6.html>

Time Magazine

<http://www.time.com/time/magazine/0,9263,1101010212,00.html>

An issue of *Time* magazine dealing with issues of the Third World, including a special report called "The Hands of Death: Scenes From the AIDS Front."

Population Reference Bureau (PRB): 2000 World Population Data Sheet

<http://www.prb.org/pubs/wpds2000/>

PRB's popular World Population Data Sheet, in a wallchart format and a 12-page book edition, contains the latest population data. Many articles, datasheets, and reports on HIV/AIDS are also available from this Web site.

Article: "Parts of Africa Showing HIV in 1 in 4 Adults"

<http://www.unaids.org/whatsnew/press/eng/pressarc98/nytimes/062498sci-aids-report.html>

This article includes an excellent map.

Report: *The Impact of HIV/AIDS on Population Growth in Africa*

<http://www.tfgi.com/AIDSPGR.asp>

Report: *Data and Decision-Making: Demography's Contribution to Understanding AIDS in Africa*

http://www.iussp.org/Publications_on_site/PRP/prp14.htm

Article: "HIV Epidemic Slowing Population Growth"

<http://www.worldwatch.org/alerts/990928.html>

AIDS in Africa

<http://www.avert.org/aafrica.htm>

This Web site offers questions and answers regarding AIDS in Africa, providing a general overview on the issue.

AIDS Foundation of South Africa

<http://www.aids.org.za/>

Ongoing Report: *Death Watch: AIDS, Drugs, and Africa*

<http://www.washingtonpost.com/wp-dyn/world/issues/aidsinafrica/index.html>

Resources, cont'd.

UNAIDS: United Nations Programme on AIDS/HIV

<http://www.unaids.org/publications/documents/epidemiology/>

This site of the United Nations Programme on AIDS/HIV links to several interesting articles, including:

Article: "AIDS in Africa"

<http://www.unaids.org/publications/documents/epidemiology/determinants/factfe.html>

MSNBC's AIDS in Africa: A Deadly Epidemic Sweeps the Continent

http://www.msnbc.com/modules/aids_in_Africa/aIDs_in_Africa_front.asp

This site has an excellent slide show along with statistics. Note: The pictures are very disturbing.

Curriculum Resources

Article: "Geocaching: High-Tech Hide-and-Seek"

http://news.nationalgeographic.com/news/2001/03/0312_geocaching.html

This article sheds light onto the function and use of a Global Positioning System (GPS) unit through a game.

Notes
