Aide to African Countries

OVERVIEW & OBJECTIVES	GRADES

OVERVIEW & OBJECTIVES

Students will examine quality of life indicators of African nations to determine which countries are most in need of aid. After research of a selected country, student groups will prepare an informative and persuasive presentation to classmates with the goal of convincing students to donate to their country.

Students will be able to…
- Compare quality of life indicators of African nations.
- Consider reasons for economic and demographic differences among African nations.
- Identify positive and negative factors contributing to current conditions within African nations.
- Create a poster that is both informative and persuasive on assigned African country.
- Defend choice to donate to a specific country.

GRADES

8th Global Studies and
9th Geography

TIME

4 days

REQUIRED MATERIALS

- ✓ Textbook with a data file comparison chart that includes African countries or access the Internet for data
- ✓ Computer Internet access with projector
- ✓ Computer Internet access for students
- ✓ Map of Africa
- ✓ Play money
- ✓ Materials to make posters: tagboard, markers, scissors, gluesticks
- ✓ Handouts: "Get Involved! Teacher Explanation"; "Get Involved!"; "Profile Sheet"; "Organizations to Aid Africa"
- ✓ Readings: "The Darfur Conflict"; "Stop 'Saving' Africa"

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(8th GRADE)

Standard 2. Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

For example: Questions about geographic issues might relate to urban development, environmental concerns, transportation issues, flood control. Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs.

Standard 14. Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

8.4.3.14.1 Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present)

For example: Causes of imbalances—political conflicts, natural disasters, the economic legacy of colonialism, access to health care, technology, education. Efforts made to close the gaps—human rights organizations, United Nations Millennium goals.

Standard 4. Economic systems differ in the ways that they address the three basic economic issues of allocation, production and distribution to meet society's broad economic goals.

8.2.3.4.1 Identify factors which affect economic growth (percentage changes in Gross Domestic Product—GDP) and lead to a different standard of living in different countries.

For example: Factors—investment in physical capital, use of natural resources, application of new technologies, education and training, political stability.

(9th GRADE)

Standard 2. Geographic Inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

9.3.1.2.2 Use geospatial technologies to develop plans for analyzing and solving local and regional problems that have spatial dimensions.

For example: Geospatial technology—Geographic Information Systems (GIS), online atlases and databases, Google Earth or similar programs. Regional problems that have spatial dimensions might relate to urban development, environmental concerns, transportation issues, flood control.

Standard 8. Processes of cooperation and conflict among people influence the division and control of the earth's surface.

9.3.3.8.3 Analyze the impact of colonialism on the emergence of independent states and the tensions that arise when the boundaries of political units do not correspond to the nationalities or ethnicities of the people living within them.

SUGGESTED PROCEDURE

Day One

1. Pose the following statement to students: "The United States is a more prosperous country than any African country." Survey your class to see which students agree with the statement. Why do the majority of students agree with the statement? Next, inform students that as a class they will examine more closely one country, Sudan. Ask students what they know about Sudan. Locate or have students locate Sudan on a map and the region of Darfur. Have students note what country borders Darfur. Direct students to scan the data file comparison chart* located in the back of their textbook with their main focus on Sudan. Brainstorm possible reasons for the country's current conditions. Record ideas generated on the board. Students should be aware that Sudan has very rich deposits of oil. Students should keep in mind how the physical size and population of a country influences GDP/capita.

*<u>World Geography</u> textbook published by McDougal Littell includes a data file comparison chart on African nations at the back of the book. If a data file is not readily available, consider having students complete one using the CIA Factbook or access the Population Reference Bureau.

2. Continue by having students read a current article on Darfur (suggested: "The Darfur Conflict"—This article defines the following terms: janjaweed, Sharia, and International Criminal Court). Pre-teach terms that may be unfamiliar to students such as marginalization, ethnic cleansing, autonomy, military coup, reprieve, ensuing, sanctions, atrocities, genocide, and suspend before students begin reading. Explain to students that Darfur means the land of the Fur people and that various ethnic groups are engaged in the conflict. Show the conflict maps of the regions using "Sudan & South Sudan's Top 8 Border Disputes" at Political Geography http://www.polgeonow.com/2012/05/feature-sudan-south-sudan-border_26.html. The overall purpose of the reading is to understand the origins and consequences of the conflict. Students will complete the reading using Double-Entry Journaling to summarize important ideas and information in one column and their thoughts and responses in the other column. Students should especially note causes of the conflict, resulting conditions, and roadblocks to end the conflict.

3. When finished, ask students to share. Questions you might raise include: Does the United States have a moral obligation as a wealthy country to provide aid? (The U.S. is the single largest donor of foreign economic aid with over 50% of it donated from private sources.) When a civil war is being fought, should outside countries remain neutral? (Students might want to reflect on the United States' own Civil War.) What are the underlying causes of the Darfur conflict? What type of aid do you think is already being given? What do you think are the most immediate needs of the people of Sudan? What costs will there be in rebuilding Sudan? How should money be spent if you donated money to the crisis in Darfur? In addition to oil, can you think of any other resources Sudan has that could be developed?

4. Place students in heterogeneous small groups and provide them with a data file comparison chart of African countries. Instruct the groups to select the five African nations they feel are in most need of foreign aid; they will need to defend their choices to the class. Record the countries selected on the board. Circle the five or six countries selected the most frequently by the groups. Discuss what factors they considered when making their choices. Life expectancy, infant mortality rate, literacy rate, and gross domestic product per capita are factors that should be cited by students; if not, guide students to consider why these would be important considerations in ranking countries. If students do not already have an understanding of these factors, time should be given to discuss and explore their meaning and implications. For example, in addition to what an infant mortality rate measures, what might be reasons for a high rate? Another approach is to record the main factors in a row across the board and ask what factors a low GDP/capita would affect—possibly limit public education, availability of health care, and adequate nutrition. It would be helpful for students to note how the U.S. compares to African nations as a reference point.

5. Form new small groups and have each group select one of the circled countries on the board to research, so that each small group will research a different country. The handout, "Get Involved! Teacher Explanation", provides detailed steps for these tasks.

Day 2
Students will begin their investigation by reviewing the directions on the handout, "Get Involved!". Instruct students that they will be completing a profile handout of their country, "Profile Sheet". The profile will be used to create a poster for their presentation that will persuade classmates to donate to their country. Have students begin their research by using the CIA World Factbook, but encourage them to seek additional sites. Students will also receive the handout, "Organizations to Aid Africa", to complete the guidelines for distributing their foreign aid.

Day 3
1. Students will read the article, "Stop 'Saving' Africa" by Uzodinma Iweala and answer the questions: Why does Iweala have reservations about Americans attempting to "Save Darfur"? In what way does he feel that African countries are misrepresented? How have Americans stereotyped Africans? In what way are Africans already helping each other? Why, as Uzodinma voices, does the media neglect to cover progress made by African nations in resolving their problems? What type of aid from Americans would be most appreciated by Africans?

2. Students should be allowed time to create an informative and eye-catching poster to be used during their presentation. Remind students that their presentation is two-fold. The poster is only one component, and they need to also focus attention on what they will say. (Students could also have the option to create a slide show or video, but you would have to allow for more time.)

Day 4
1. Prior to students presenting, distribute a one hundred dollar bill to each student (or a higher denomination if it's available). Students should be made aware that they will be asked to write a summary paragraph on which country they will donate their money and why.

2. While each small group presents, students should be recording evidence for each country to support or deny aid to that country. Encourage students to ask for clarification or additional information from the presenters.

3. Conclude by instructing students to write their summary paragraph. Students should determine which country will receive their donation, how the donation is to be used, and to support their decision. Where applicable, students should reference the five themes of geography to justify their decision.

Extensions
1. Consider taking the issue of aid to an African country to the school's student body. The class could hold a real fundraiser to raise money for their organization of choice—already created posters should be incorporated into the campaign. One possibility is to persuade the student body to donate the money they spend on pop for one day—pop machines in the building could be the staging area with water (clean and pure—something many African nations lack) being offered in exchange for pop and pop money.

2. Students will learn about foreign aid and foreign aid workers. The teacher will explain that although aid workers may face attacks and harassment by the militia, rebels, bandits and police they persist in supporting aid to those in need. But many aid agencies have stopped operating in Darfur because of the lack of funding, government restrictions, and raids on their offices and refugees camps to acquire vehicles, medical supplies, and food. According to the United Nations, over 16,000 aid workers were assisting over four million people in Darfur until 2009 when Sudan expelled a large number of aid workers after the International Criminal Court (ICC) issued an arrest warrant for their president, Bashir, who is charged with atrocities in Darfur.

The teacher will identify the objectives of U.S. aid to Africa as: "enhance strategic partnerships; consolidate democratic transitions; bolster fragile states; strengthen regional and sub-regional organizations; enhance regional security capacity; strengthen African counter-terrorism cooperation and capacity; stimulate Africa's economic development and growth; implement presidential initiatives; and amplify humanitarian and development assistance programs". ("Africa: U.S. Foreign Assistance Issues" from Congressional Research Service at http://www.fas.org/sgp/crs/row/RL33591.pdf

The teacher will project the first page of "Foreign Aid for Development Assistance" from Global Issues at http://www.globalissues.org/article/35/foreign-aid-development-assistance and discuss the following questions:
1. Why is the quantity and quality of foreign aid considered poor?
2. What are the different types of foreign aid?
3. What four reasons are given to justify the statement: "foreign aid has often come with a price of its own for the developing nations".
(Students may investigate the aid issue further at this website by answering the following questions: a) How is foreign aid hampering development? b) Why does private money from the investment of companies not help the poorest? c) Why is aid money tied to restrictive conditions? d) Why is aid money not doing more good? (How is money transferred from poor to rich countries? What are effects of subsidies, debt and unequal trade?)

Assessment:
- Profile Sheet Handout
- Class Discussions
- Organization to Aid Africa Handout
- Completed Poster and Presentation
- Summary Paragraph

Website Resources
"The Darfur Conflict" from History at
http://www.history.com/topics/darfur-conflict
"Sudan & South Sudan's Top 8 Border Disputes" at Political Geography Now
http://www.polgeonow.com/2012/05/feature-sudan-south-sudan-border_26.html
"Stop 'Saving' Africa: The consequence of faddish concern—self-aggrandizement" by Uzondinma Iweala (2007) from the Washington Post at
http://www.washingtonpost.com/wp-dyn/content/article/2007/07/13/AR2007071301714.html
CIA World Factbook
http://www.cia.gov/library/publications/the-world-factbook
Population Reference Bureau DataFinder
http://www.prb.org/pdf07/07WPDS_Eng.pdf

Get Involved! Teacher Explanation

Overview:
Students need to persuade their classmates to donate money to the African country whose needs their group researched.

Introduction:
- Form students into small groups of 3 or 4.
- Direct them to the data file comparison chart beginning on page 408 of their text.
- Students select the five countries they feel are most in need of foreign aid.
    - Students need to be prepared to share their selections and defend their choices—especially important is what criteria they used in making their selections, for example, life expectancy and GDP/capita.
    - List the countries selected by the students on the board—focus on the top 5 or 6 choices. Did groups use similar criteria to make their selections? What other factors might have played a part in their decision making process (recent news reports)? Are there other similarities they can note between their choices?
    - Regroup students into teams of 5 and have them "draw" one of the African countries that topped the list as most in need of foreign aid.

Student Tasks:
Step 1: Students complete the "Profile Sheet" on their assigned country. The CIA Factbook is a great starting point. https://www.cia.gov/library/publications/the-world-factbook/

Step 2: Students will determine which organization they want to make their donation. The handout, "Organizations to Aid Africa", provides them with choices of foreign aid groups. Students will do some research on them and select the one they feel most closely matches their country's needs or that connects to them on a more personal level.

Step 3: Students completed the background information on their country and selected the organization they want to make a donation. Now they will have to convince their classmates. They will need to do a minimum of 2 things:
1. Create an INFORMATIVE poster that will not only inform their audience about the needs of their country, but also reach them on an EMOTIONAL level.
2. Prepare the presentation—they will have a maximum of 5 minutes in which to convince their classmates. What will be their "sales pitch"? How will each person in the group speak on behalf of their country? Students should think about whether their country's government is corrupt. Students should consider specific ways in which the money will be used.

Step 4: Students will deliver their five-minutes presentation.

Step 5: Students vote on which country gets the money. (This can either be one lump sum or students can "donate" their own money.) Students should also write a brief summary paragraph of which country they want to donate their money to and why.

Get Involved!

<u>Overview:</u>
Your group needs to persuade classmates to donate money to the African country that you will research and present.

<u>Student Tasks:</u>
Step 1: Complete the "Profile Sheet" on your assigned country. The site listed below is a great starting point (10 pts). https://www.cia.gov/library/publications/the-world-factbook/

Step 2: Determine which organization you want to make your donation to. The handout, "Organizations to Aid Africa", provides you with choices. Do some research on them and select the one you feel most closely matches your country's needs or that you connect to on a more personal level. Have in mind specific ways in which the money will be used (2 pts.).

Step 3: Okay—you have the background information you need on your country and have selected the organization you want to make a donation. Now—you have to convince your classmates.

You need a minimum of 2 things:

1.   Create an INFORMATIVE poster (8 pts.) that you can use both to inform your audience about the needs of your country but also reach them on an EMOTIONAL level.
    - Decide what information is most important to include on your poster—you'll want to keep it brief and to the point. Keep in mind where your audience is seated and readability. Will you hand write the text or type it?
    - What design will grab the attention of your audience? A collage of pictures or one graphic? Will you use computer-generated graphics or create original ones? What talents do your group members have?

2.   Prepare a PERSUASIVE presentation that includes both your poster and dialogue.
    - You have a maximum of 5 minutes in which to present—what will be your "sales pitch"?
    - How can you best use the poster you created?
    - What will each of you say to convince the audience to donate to your country? Who will do the talking about which topic? In what order?
    - Be prepared and practice!

Step 4: Deliver your five-minutes presentation (10 pts).

Step 5: Decide which African nation will receive your donation. Write a brief summary paragraph (100 words) stating your choice, why you selected the country, and how the donation is to be used (6 pts).

Due Date: _____

Points Possible: 30 pts. (Group) + 6 pts. (Individual Summary Paragraph) = 36 pts. Total

Resources

CIA World Factbook provides basic information on countries.
http://www.cia.gov/library/publications/the-world-factbook

"Sudan & South Sudan's Top 8 Border Disputes" at Political Geography Now contains valuable conflict maps
http://www.polgeonow.com/2012/05/feature-sudan-south-sudan-border_26.html

"Crisis in Darfur" from the United States Holocaust Memorial Museum uses Google Earth to understand the destruction of Darfur
http://www.ushmm.org/learn/mapping-initiatives

"Annual Report on United States Contributions to the United Nations" from U.S. Office of Management and Budget provides data on U.S. donations to various UN organizations
http://www.whitehouse.gov/sites/default/files/omb/assets/legislative_reports/us_contributions_to_the_un_06112010.pdf

"Africa: U.S. Foreign Assistance Issues" from Congressional Research Service provides charts of foreign aid to African countries
http://www.fas.org/sgp/crs/row/RL33591.pdf

"A Decade On: Sudan Threatens to Repeat the Tragedy of Darfur" from The Guardian is a short summary explaining the current areas of conflict
http://www.theguardian.com/commentisfree/2013/mar/10/decade-on-sudan-tragedy-darfur

"Latest Sudan Fact Sheet" at USAID provides current statistics and information
http://www.usaid.gov/crisis/sudan

"Darfur Conflict: Sudan's Bloody Stalemate" at BBC News: Africa summarizes the conflict
http://www.bbc.co.uk/news/world-africa-22336600

"Overview of the Crisis in Darfur" at Oxfam provides a brief summary of the refugee situation
http://www.oxfamamerica.org/explore/stories/overview-of-the-crisis-in-darfur/

"Genocide in Darfur" from United Human Rights Council has a brief summary of the conflict in Darfur
http://www.unitedhumanrights.org/genocide/genocide-in-sudan.htm

Group Members: _____

Country Researched: _____

Profile Sheet

General Background:
Location (include border countries):

Size:

Physical Description (landforms, bodies of water, climates, and other physical features):

Demographics:
Population:

Major Ethnic Groups and their percentage:

Life Expectancy: (male / female)

Infant Mortality Rate:

Other important data:

Political Conditions:
Form of Government:

Current Political Situation:

Economic Conditions:
GDP/capita:

What is the main source of income of the country? How do most people earn their living?

Positive Aspects:
What does this country have going for it? Natural resources? Stable government? Educated population?

Summarize:
Summarize 2 to 4 major problems or concerns of the country. Illustrate the problems and concerns on the map of Africa and explain which of the five geographic themes are involved.

<u>Foreign Aid</u>:
How could funding be used to provide immediate and/or long-term help for this country?
Research a minimum of three ways in which your country could use donated money to work towards a solution or provide immediate relief. Include the following for each of the three possibilities:
- Identify the type of aid
- Identify whether the aid is short-term or long-term
- Explain the purpose of the aid
- Identify the organization that will be providing the aid

Include maps where applicable. (This might be the same one created to identify problems and concerns).
Record findings on a separate sheet of paper.

Organizations to Aid Africa

Directions: Preview potential organizations to donate aid money for an African country. Keep in mind which organization would be able to aid your country the most. Do you want to focus on just one critical problem or provide broader relief? Narrow your choices to two.

Identify the criteria and narrow your choices to two. Compare your top two choices. What are your criteria for selection? (Use the chart on the back to guide your decision.)

Choice 1: _____

Choice 2: _____

Final selection is _____ because:

Guidelines
To determine how your country could use the donated money consider:
1. Type of aid
2. Short-term or long-term aid
3. Purpose of aid
4. Organization that will provide the aid

Possible Aid Organizations:
Go to the Minnesota International NGO Network for a summary of the organizations at:
http://www.minnesotangos.org/organizations or go directly to their website as listed.
- Operation Bootstrap Africa http://www.bootstrapafrica.org/
- Wellshare International (formerly Minnesota International Health Volunteers) http://www.wellshareinternational.org/
- Heifer International http://www.heifer.org/
- H2O for Life http://www.h2oforlifeschools.org/
- Books for Africa http://www.booksforafrica.org
- Feed My Starving Children http://www.fmsc.org/

Other Possible Organizations:
- United Nations Children's Fund (UNICEF) http://www.unicefusa.org/
- African Aid Organization http://www.aidforafrica.org/member-charities/african-child-care-association-inc/
- Doctors Without Borders http://www.doctorswithoutborders.org/
- Save the Children
- http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6115947/k.8D6E/Official_Site.htm
- World Vision http://www.worldvision.org/
- Oxfam International http://www.oxfam.org/
- International Rescue Committee http://www.rescue.org/

	Criteria #1	Criteria #2	Criteria #3
Operation Bootstrap			
Wellshare International			
Heifer International			
H2O for Life			
Books for Africa			
Feed My Starving Children			