

**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 Standards of Excellence:**

**SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.**

d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.

**SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.**

- a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).

**SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- c. Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- d. Analyze opposition movements to existing political systems, include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SSWH21 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.

**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](http://www.cartercenter.org/news/experts/jimmy_carter.html) and [http://www.cartercenter.org/news/experts/rosalynn\\_carter.html](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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