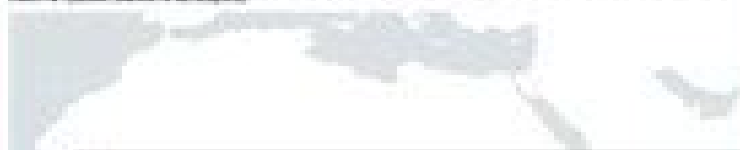


GEOGRAPHY OF SUB SAHARAN AFRICA

Students will be able to describe the physical features of Sub-Saharan Africa and explain how these features have shaped the region's development.



TIMELINE OF SUB SAHARAN AFRICA

Students will be able to describe the history of Sub-Saharan Africa and explain how these features have shaped the region's development.

1800: Sub-Saharan Africa is a vast, unexplored land.

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VOCABULARY

Students will be able to describe the physical features of Sub-Saharan Africa and explain how these features have shaped the region's development.

Sub-Saharan Africa		
Sub-Saharan Africa		
Sub-Saharan Africa		
Sub-Saharan Africa		

Geography of Sub-Saharan Africa COMPLETE UNIT GUIDE PACKET

Overview

Sub-Saharan Africa is a vast, unexplored land. It is a land of many different people and cultures. The region is home to many different languages and religions. The region is also home to many different types of animals and plants.

The region's geography is a result of its location. The region is located in the southern part of the African continent. The region is surrounded by the Indian Ocean to the east and the Atlantic Ocean to the west. The region is also home to many different types of animals and plants.



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Essential Questions

- How did Sub-Saharan Africa's geography shape the development of its culture?
- How did Sub-Saharan Africa's geography shape the development of its economy?
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- How did Sub-Saharan Africa's geography shape the development of its culture?

THE REGIONS OF SUB SAHARAN AFRICA

Students will be able to describe the physical features of Sub-Saharan Africa and explain how these features have shaped the region's development.

Region	Climate	Vegetation	Population
North Africa	Hot, dry	Desert	High
West Africa	Hot, wet	Tropical rain forest	High
East Africa	Hot, dry	Savanna	High
South Africa	Hot, dry	Savanna	High

Intro & Essential Questions for the entire unit!



World Geography Unit 9 Sub Saharan Africa Test

D Kirk



World Geography Unit 9 Sub Saharan Africa Test:

Laidlaw World Geography : a Physical and Cultural Approach James L. Swanson,1987 **State Institutions and Tax Capacity: An Empirical Investigation of Causality** Olusegun Ayodele Akanbi,2019-08-16 Would better state institutions increase tax collection or would higher tax collection help improve state institutions In the absence of conclusive guidance from theory this paper searches for an empirical answer to this question using a panel dataset covering 110 non resource rich countries from 1996 to 2017 Employing a panel vector error correction model the paper finds that tax capacity and state institutions cause and reinforce each other for a wide range of country groups The bi directional causality results suggest that developing tax capacity and building state institutions need to go hand in hand for best results particularly in developing countries Based on the impulse response analyses the paper also finds that the causal effects in advanced economies are generally low in both directions while in developing countries both tax capacity and institutions shocks have larger positive impacts on institutions and tax capacity respectively *Africa, South of the Sahara* Project Africa,1969 Annotated bibliography of teaching and training materials and selected written materials on Africa south of Sahara includes periodicals textbooks films audiovisual aids etc copies of 2 questionnaires designed to test students level of knowledge of africa and a list of addresses of publishers of audio visual materials El-Hi Textbooks in Print ,1980 **International Education Resources** Pat Kern McIntyre,1980 **Data Book of Social Studies Materials and Resources** ,1981

Project Africa Barry K. Beyer,1970 *A Farewell to Alms* Gregory Clark,2008-12-29 Why are some parts of the world so rich and others so poor Why did the Industrial Revolution and the unprecedented economic growth that came with it occur in eighteenth century England and not at some other time or in some other place Why didn t industrialization make the whole world rich and why did it make large parts of the world even poorer In *A Farewell to Alms* Gregory Clark tackles these profound questions and suggests a new and provocative way in which culture not exploitation geography or resources explains the wealth and the poverty of nations Countering the prevailing theory that the Industrial Revolution was sparked by the sudden development of stable political legal and economic institutions in seventeenth century Europe Clark shows that such institutions existed long before industrialization He argues instead that these institutions gradually led to deep cultural changes by encouraging people to abandon hunter gatherer instincts violence impatience and economy of effort and adopt economic habits hard work rationality and education The problem Clark says is that only societies that have long histories of settlement and security seem to develop the cultural characteristics and effective workforces that enable economic growth For the many societies that have not enjoyed long periods of stability industrialization has not been a blessing Clark also dissects the notion championed by Jared Diamond in *Guns Germs and Steel* that natural endowments such as geography account for differences in the wealth of nations A brilliant and sobering challenge to the idea that poor societies can be economically developed through outside intervention *A Farewell to Alms* may change the way global economic history is

understood **Designing Instruction** Judith K. March, Karen H. Peters, 2008 A fresh new approach that strengthens the need for teaching with creative thinking strategies for administrative leadership teams Few textbooks have such detailed examples combined with the background study of best practices The authors have great credibility experience resources and abundant research to support their proposal A very well written text offering ample review of the research Sara E Spruce Professor of Education Olivet Nazarene University Use this research based instructional model to meet students achievement goals As the achievement gap between advantaged and disadvantaged students gets wider teachers and administrators need a proven process to help all students meet the requirements of NCLB This practitioner friendly guidebook provides a step by step approach to a complete standards based curriculum and the integration of best practices into the delivery and assessment of instruction in every classroom The authors present three capacity building features of the design process 1 training for building leadership teams to help teachers plan and lead the reform process 2 stewardship training to assist district administrators and principals in supporting and sustaining the implemented reforms and 3 a collaborative observation process to help teachers work together and in partnership with principals to monitor and improve classroom instruction Offering an education model that has been field tested with more than 50 school districts in the U S and Canada this book shows school leaders how to maximize collaborative observation and other team leadership processes to integrate reforms into a school s existing culture Educators will learn ways to Integrate instructional design with successful instructional reform Strengthen the learning culture through standards Develop effective performance indicators Apply curriculum mapping to instructional design Designing Instruction supports teachers and administrators working together to raise student achievement by using proven instructional design and best practices *Population Growth and Reproduction in Sub-Saharan Africa* György Acsádi, Gwendolyn Johnson-Acsadi, Rodolfo A. Bulatao, 1990 *Measuring Food Policy Research Capacity* Suresh Chandra Babu, Paul Dorosh, 2013-04-10 Addressing emerging global poverty hunger and malnutrition challenges requires prudent evidence based policymaking at the country level Capacity for generating evidence remains a major constraint in the policy process in developing countries We surveyed 30 countries to measure the capacity of their individuals organizations and policy process system to undertake food and agricultural policy research Our Food Policy Research Capacity Index constructed using measures of human capacity PhD full time equivalent researchers per million rural residents human capacity productivity publications per PhD full time equivalent researcher and strength of institutions the government effectiveness pillar of the Worldwide Governance Indicators showed substantial variation across countries with the Republic of South Africa Colombia and Ghana scored far higher than countries with similarly sized rural populations such as Liberia Laos Burundi and Afghanistan Initial analysis showed that the index is strongly positively correlated with the Global Food Security Index and negatively correlated with the Global Hunger Index Further work is planned to refine the indicators particularly with regard to the effects of country size population and quality of the underlying data Resources

in Education ,1985 **Population Growth, Wood Fuels, and Resource Problems in Sub-Saharan Africa** Douglas F. Barnes,1990 *Research in Education* ,1972 Index Medicus ,2003 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings *Index of Publications & Guide to Information Products and Services* World Bank,1997 Forthcoming Books Rose Arny,1995 The British National Bibliography Arthur James Wells,2002 **World Agricultural Economics and Rural Sociology Abstracts** ,1986 **Bibliographic Index** ,2004

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