

**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

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-

- 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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