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Changing the Score

In South Africa

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CHANGING THE SCORE IN SOUTH AFRICA

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Grade Level: 7th

Purpose/Overview: South Africa is a world leader in mining. The country is famous for its abundance of mineral resources, accounting for a significant proportion of world production and reserves. South African mining companies are key players in the global industry.
In this lesson, students will analyze the interactions of humans and their environment in South Africa. They will gain a better understanding of contemporary issues and the positive and negative impacts of mining Africa's rich reserves of valuable minerals.

National Geography Standards from *Geography for Life*
Geographic Elements & Standards

Essential Element IV. HUMAN ENVIRONMENT INTERACTIONS
The Processes, Patterns, and Functions of Human Settlement

Oklahoma Academic Standards for the Social Studies:
Grade 7 World Geography: Eastern Hemisphere

OAS 2012	OAS 2019
Process and Literacy Skills Standard 1 The student will develop and demonstrate Common Core Social Studies reading literacy skills.	**Read Critically and Interpret Informational Sources:** Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.
7.1.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.	**3.A.6-8.1** Gather, compare, and analyze evidence from primary and secondary sources on the same topic, identifying possible bias and evaluating credibility.
7.1.C.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	**4.A.6-8.2** Integrate the use of visual information (e.g. maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources.
8.D.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	**4.A** Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

Content Standard 1 The student will analyze data from a geographic perspective using the skills and tools of geography.	**7.1** The student will analyze data from a geographic perspective using the skills and tools of geography.
1.1 Cite specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.	**7.1.1** Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
1.2 Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on globes, graphs, charts, satellite and other forms of visual imagery including data from bar and line graphs, pie charts, thematic maps, population pyramids, climagraphs, cartagrams, contour/relief maps, GIS systems, and diagrams.	**7.1.5** Integrate visual information, draw conclusions and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
Content Standard 5 The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.	**7.4** The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.
5.1 Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the **B.** Reserves of valuable minerals responsible for South Africa's economic growth.	**7.2.2** Describe the distribution of major renewable and nonrenewable resources of each region. **7.3.6** Describe the distribution of resources and evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a country or region.

Geographic Themes: Environment and Society and the Uses of Geography

Objectives:
The students will be able to:

- Read, analyze and interpret charts, maps and graphs
- Analyze a primary source song related to the topic
- Distinguish between the positive and negative effects of mining in Africa
- Identify social and environmental impacts of mining in Africa
- Identify the Mining Scoreboard requirements

Materials:

- PowerPoint "Changing the Score in South Africa"
- Scoreboard Handout
- Impact Cards
- Access to Kanye West's song, "Diamonds Are Forever" (see **Resources**)
- South African Mining Charter
- Dice
- Rubrics
- Handouts

Time Frame: 2 class periods

Procedures:

Day 1: Anticipatory Set

Show the PowerPoint "Changing the Score in South Africa" slides 1-4. Ask the students to listen to an excerpt (just the first 1:30) and analyze the lyrics of Kanye West's song, "Diamonds from Sierra Leone."

"Diamonds from Sierra Leone"

Diamonds are forever
They won't leave in the night
I've no fear that they might
Desert me

Diamonds are forever (forever, forever)
Throw your diamonds in the sky if you feel the vibe
Diamonds are forever (forever, forever, forever)
The Roc is still alive every time I rhyme.
Forever ever? Forever ever? Ever, ever? Ever, ever? Ever, ever? Ever, ever?.....

Ask the following questions:

1) What is portrayed in the video introduction about the mining of diamonds?
2) What is Kanye West saying about diamonds?
3) This song is about Sierra Leone, but South Africa is also rich in diamonds and other money making minerals. What inferences from the song can be made about the exploitation of minerals in Africa?

Teach

1) Explain to the students that many times change and progress can have both positive and negative effects for humans and the environment. Provide an example such as tobacco farming in Virginia during colonial times.
2) Show PowerPoint, "Changing the Score in South Africa", slides 4-7. Analyze and interpret the data on the charts and graphs by answering and discussing the questions on the handout.

Independent Practice

3) Distribute the Scorecard handout and Impact Cards. Tell students that they are going to play a game. They will choose a card from the pile, read it and put it on the appropriate side of the scoreboard. If they have correctly identified whether the description on the card is a positive or negative impact, they will follow the directions at the bottom of the card, roll the dice, and tally their score. Scores will be kept track of on notebook paper. Teams will compete against each other and the team(s) with the highest score is the winner(s). Students will find out whether the negative impacts outweigh the positive and that the question about mining in Africa is a difficult one.
4) Show the rest of the PowerPoint to reinforce learning and hold a class discussion on the positive and negative impacts of mining.
5) Read and discuss the provisions of the South African Mining Charter.

Assessment

Day 2

Write a song or poem about diamond mining in South Africa. Student's songs or poems must present at least 3 problems and a solution.

Assessment Options:

The graphic organizers will be assessed. Rubrics will be used to assess the song or poem.

Extension and Enrichment:

Students can be assigned one of the social or environmental impacts of mining to investigate more in-depth.

Students can also look at other growing countries (e.g., China) and compare the social and environmental impacts of mining there.

Simplification:

Students can be partnered or only assigned the graphic organizer. Writing assessment can be shortened.

Connections:
National standards in writing, social studies and the arts are addressed in this lesson.

Resources:

YouTube video: Kanye West's "Diamonds from Sierra Leone":
http://youtu.be/92FCRmggNqQ or http://www.youtube.com/watch?v=92FCRmggNqQ (5:02)

"Amendment of the Broad Based Socio-Economic Empowerment Charter for the South African Mining and Minerals Industry." Department of Mineral Resources: Republic of South Africa. September 2010
http://www.sadpmr.co.za/upload/Mining_Charter.pdf

Kearney, Lorraine. South Africa Info. "Mining and Minerals in South Africa." August 8, 2012
http://www.southafrica.info/business/economy/sectors/mining.htm#.VBZOscZ0zIV

Lawson, Max. From Poverty to Power-How Active Citizens and Effective States Can Change the World. "What's At Stake in South African and Malawi Elections This Month?" May 6, 2014
http://oxfamblogs.org/fp2p/17886/#prettyPhoto

Morris, N. and Baartjes, N.L. The Southern African Institute of Mining and Metallurgy. "The Social Impact of Diamond Mining=Is It Time to Revisit the Scorecard?" 2010
http://www.saimm.co.za/Conferences/DiamondsSourceToUse2010/293-Morris.pdf

Ndugai, Job and Rivasi, Michele. ACP-EU Joint Parliamentary Assembly. "The Social and Environmental Impact of Mining in the ACP. July 11, 2011

An Excerpt of

The South African Mining Charter

September 2010

To facilitate sustainable transformation, growth and development of the mining industry.

1. Objectives

The Broad Based Socio Economic Empowerment Charter for the South African Industry, hereafter referred to as "the Mining Charter", is a government instrument designed to effect sustainable growth and meaningful transformation of the mining industry. The Mining Charter seeks to achieve the following objectives:

a) To promote equitable access to the nations mineral resources to all the people of South Africa;
b) To substantially and meaningfully expand opportunities for HDSA (historically disadvantaged South Africans) to enter the mining and minerals industry and to benefit from the exploitation of the nation's mineral resources;
c) To utilize and expand the existing skills base for the empowerment of HDSA and to serve the community;
d) To promote employment and advance the social and economic welfare of mine communities and major labor sending areas;
e) To promote beneficiation of South Africa's mineral commodities; and
f) Promote sustainable development and growth of the mining industry.

http://www.sadpmr.co.za/upload/Mining_Charter.pdf

Song/Poetry Writing Rubric

	Exceeded Expectations 3	**Meets Expectations 2**	**Below Expectations 1**
Lyrics	The song lyrics are outstanding and the words memorable. Th song lyrics were enthusiastically received by the audience.	The song lyrics are good and the words memorable. The song lyrics were enthusiastically received by the audience.	The song lyrics are somewhat coherent. The song lyrics were well received by the audience.
Creativity	The student composed an original song with a clear theme.	The student composed t is an original song, but there are some elements that are no excellent.	The song composed i s not very original, and there are some elements that are not excellent.
Information	The writer expressed factual information and incorporated at least three problems and one solution in a creative manner, showing acceptable effort. The performance of the song was excellent.	The writer expressed factual information in a creative manner and incorporated 2 problems and a solution showing acceptable effort. The performance of the song met expectations.	The writer expressed factual information in a manner that showed little effort. The performance of the song did not meet expectations.
Organization	The writer clearly organized information, used mostly correc grammar and spelling and used legible handwriting.	The writer lacked one of the following: clearly organize information, correct grammar and spellin usage, and/or legible handwriting.	The writer lacked two of the following: clearly organized information, correct grammar and spelling usage, and/or legible handwriting.
Audience	The writer demonstrates a clear sense of audience and uses the appropriate vocabulary for that audience.	The writer demonstrates a general sense of audience and uses some vocabulary for that audience.	The writer demonstrates little sense of audience and does not adjust the vocabulary for an audience.
Mechanics	The song or poem contains few, if any, errors in the conventions of th English language, understanding that slang may be used in song or rap.	The song or poem contains some errors in the conventions of the English language but does little to interfere with understanding.	The song or poem contains numerou errors in the conventions of the English language, but may interfere with the understanding.
Total			

Total Score_____ Comments: