

The Baobab Tree Lesson Plan

Lesson Overview (50 Minutes)

Warmup - Today we will be learning about a tree known as the “African Tree of Life”. Talk to the people around you about the following prompt: Based on the nickname, what impact would you expect the tree to have on the continent?

After students have shared with their neighbors, allow students to share their answers.

After students share their answers, explain to students that today we are going to learn more about the Baobab tree. First we are going to read the legend of the Baobab tree. Then we will break up into small groups and take a deeper dive into its role in African societies.

Conduct a shared reading of the link in lesson 1.1.

(<https://safarisaficana.com/baobab-upside-down-tree/>) Read under the section titled, “the legendary upside down tree”. After reading students should understand the following:

- The tree symbolizes many things throughout the continent and there are many reasons & tales given to its special abilities. The tree is much more than a tree in many parts of the world. It embraces deeper meanings and holds great cultural significance.

Break students up into 5 groups and assign each group a page of the workbook. Groups are expected to review the resource on their page and answer the corresponding questions. Once each group has completed their task (About 10 minutes), students will be expected to project their answers to the class and give a short 60-90

Standards Covered

Social Studies Standards Covered:

SS7G1 Locate selected features of Africa.

1. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.

SS7G2 Explain environmental issues across the continent of Africa.

1. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
2. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest impact trade and affect where people live.

Map & Globe Skills:

4. Compare and contrast the categories of natural, cultural, and political features found on maps
6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
8. Draw conclusions and make generalizations based on information from maps
11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations

Information Processing Skills

1. Compare similarities and differences
3. Identify issues and/or problems and alternative solutions
7. Interpret timelines, charts, and tables
11. Draw conclusions and make generalizations

second overview of what they learned. As each group presents they should understand the following:

1.2 - The Baobab tree can live for a very long time without water because the center of the tree stores water. During the dry season, many Africans use the Baobab tree's storage to get fresh drinking water.

1.3 - The sahel region of Africa is the border of Saharan and Sub Saharan Africa. The Baobab tree is being used to stop the spread of desertification because of its ability to retain water. Unlike many other trees being used they are very resilient in harsh conditions.

1.4 - The Baobab fruit is becoming very popular because it is a superfood. It contains many of the body's necessary nutrients and has many antioxidants.

1.5 - In New York State there is a center named the "Baobab Center". It contains history and art found primarily from Africa. The name of the center shows the importance of the Baobab tree in the culture of many regions of Africa.

1.6 - Students should understand that Baobabs are located across Sub Saharan Africa. In most areas where Baobabs are present population density is high.

Finally, have students end class by answering the prompt, "Three things I learned today" to get an assessment of parts of the lesson that stood out to each student.

(If you complete this lesson using the best for printing version either allow students to use mobile devices and scan the links from the QR codes or share the following links with the class electronically)

Reading Standards for Literacy in History/Social Studies

L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

<p>Web Resources</p>	<p>1.1 https://safarisafricana.com/baobab-upside-down-tree/</p> <p>1.2 https://www.pbs.org/video/baobab-tree-8rmaic/</p> <p>1.3 https://www.youtube.com/watch?v=UCJyAxwfj0A</p> <p>1.4 https://www.youtube.com/watch?v=OOdGiu0aXp0</p> <p>1.5 https://www.pbs.org/video/arts-infocus-wxxi-arts-infocus-episode-124-baobab-center/</p>	<p>Materials from Aboki Box:</p>	<p>Aboki Box Magazine Student Workbook</p>
	<p>Additional Instructional Supports</p>	<p>Specially Designed Instruction for Special Education Students</p>	<p>Strategies for English Language Learners</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Re-voicing <input checked="" type="checkbox"/> Explaining <input checked="" type="checkbox"/> Prompting for participation <input checked="" type="checkbox"/> Challenging or countering <input checked="" type="checkbox"/> Asking "Why?" "How?" <input type="checkbox"/> Reread <input type="checkbox"/> Practice new academic vocab. <input checked="" type="checkbox"/> Assistive technology <input type="checkbox"/> Pre-teach & re-teach in a different way <input type="checkbox"/> Repetition <input type="checkbox"/> Use of manipulatives <input checked="" type="checkbox"/> Collaborative work <input checked="" type="checkbox"/> Direct/explicit instruction <input checked="" type="checkbox"/> "Chunking" <input checked="" type="checkbox"/> Accommodating different learning styles <input type="checkbox"/> Create differentiated text sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Conferencing <input checked="" type="checkbox"/> Additional Time <input checked="" type="checkbox"/> Small Group Collaboration <input type="checkbox"/> Modify quantity of work <input type="checkbox"/> Take student dictation <input type="checkbox"/> Scaffold information <input type="checkbox"/> Differentiated content process or product <input type="checkbox"/> Consistent reward system <input checked="" type="checkbox"/> Refer to students IEP or 504 plan <input checked="" type="checkbox"/> Assistive technology 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> visuals <input type="checkbox"/> Front-Loading <input type="checkbox"/> Echoing/Choral response <input type="checkbox"/> Color-Coding <input checked="" type="checkbox"/> Multiple exposures in different media <input checked="" type="checkbox"/> Pair-Share <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Language Scaffold <input type="checkbox"/> Deconstruct complex sentences and texts <input checked="" type="checkbox"/> increased opportunities for student to student talk <input type="checkbox"/> Strategic vocabulary instruction <input checked="" type="checkbox"/> Additional think time

