

Students research & share Information about one African Country



AFRICA 

Presentation Day!

Today you will share the findings about your African Country.

discuss with your teacher to decide if you will in an interactive museum – where students c d to each exhibit or if it will be a presentati the class.

ring this time you will need to;
our findings in an eye catching manne
our material (information) in detail
er questions or offer places wher
o to get further information
up an interactive activity

ACTIVE ACTIVITY

people understand what lif
may include: about the cour

AFRICA 

YOUR TASK:
~ TO RESEARCH ONE AFRICAN COUNTRY

You will need to research and find information on the following:

Currency	Food	Weather
Tourist Attractions	Cultural Traditions	Festivals
Natural Features	Fun Facts	

Remember to:

1. Take notes in own words
2. Only choose the important facts/ info
3. Remember this is about quality over

Presentation: You will need to present in an interesting manner.

Possible resources to use:
~ Books on life in these countries
~ Websites about these three countries

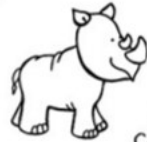
Work hard and good luck!

Assessment: is able to



Help them develop their own sub-questions with headings...

TEACH
to
DREAM



AFRICA



Develop Inquiry Questions
Come up with 2-3 sub questions for
each main question

Currency

Food

Weather

Tourist attractions

ASSESSMENT: When researching, is able to develop questions for
an inquiry

INCOMPLETE/DEVELOPING/ SATISFACTORY/ GOOD/ EXCELLENT

© Teach to Dream

PDF
and
Google
Slides

Note Taking Sheets Provided



Bibliography

Examples

Book resource:

Author. Title. Place of Publication (first city) Publisher,
Copyright Date

Online resource:

Author of the Article (if there is one) "Title of the Article"
Date of the Article. (if there is one) <Web address> Date
viewed

My Bibliography

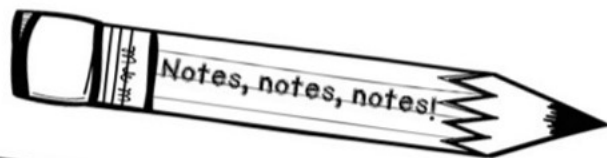
*

*

*

*

*



Make assessment relevant and easy with the use of the rubric



Assessment Rubric
Name: _____

	4 Points	3 Points	2 Points	1 Point
Content	Topic has been covered in an in-depth manner. All questions have been answered, and subject knowledge is excellent.	Almost all of the essential elements have been covered. A good overall knowledge of the subject.	Some information has been provided. Although, large parts are missing or do not relate to the topic.	Minimal content has been provided.
Spelling/ Punctuation	Work has been proof read carefully. No errors in spelling and/ or punctuation.	Work has been proof read. A few errors in spelling and/ or punctuation.	More than 4 errors in spelling and/ or punctuation.	Many errors in spelling and/ or punctuation.
Presentation	The assignment makes excellent use of fonts, colour, effects and backgrounds to enhance and tie presentation together.	Makes good use of fonts, colour, effects and backgrounds to enhance the project.	Some thought has been put into the presentation of the work. However, either fonts are hard to read or images do not relate to the project.	Either minimal effort has been put into the presentation or it has not been documented in the desired format.
Bibliography	A detailed bibliography has been handed up, and is in the correct format.	A decent bibliography list has been handed up, although not in the correct format.	An attempt at including a bibliography has been made.	No bibliography handed up.
Rough Copy	All notes have been handed up. 'Key word' note taking has been used.	All notes have been handed up. Most of the notes are written in sentence format.	Some notes have been handed up. Parts of the topic/ assignment are missing.	No notes handed up.

Teacher Comment: _____

LI is able to describe the significance of People and events/developments in bringing about change

© Teach to Dream **INCOMPLETE/DEVELOPING/ SATISFACTORY/ Good/ EXCELLENT**

AFRICA
Assessment Rubric

Form: _____
Self/ Peer/ Teacher Assessment
Circle who has completed this review

Criteria	I	D	S	G	E
to explain the characteristics of places in different locations at local to global scales					
researching, students to pose questions for a local inquiry					
identify a range of resources to locate, collect and analyse information related to a local inquiry.					
analyse sources to determine their origin and purpose, and identify view points.					
develop, organise and present projects using historical terms and concepts.					

Teacher Comment: _____

INCOMPLETE/DEVELOPING/ SATISFACTORY/ Good/ EXCELLENT



Interested in More Year 4 HASS Resources?



TEACH to DREAM

Year 4 HASS BUNDLE

Australian Curriculum

HASS YEAR 4 History Unit

HASS YEAR 4 South America

RESEARCH PROJECT Renewable Energy

HASS YEAR 4 Africa

HASS YEAR 4 Sustainability

RESEARCH PROJECT Africa

RESEARCH PROJECT South America

HASS YEAR 4 Local Government

HASS YEAR 4 Renewable Energy

The advertisement features a central black banner with the text 'Year 4 HASS BUNDLE' in white and light blue. Above the banner is a collage of images: a 'TEACH to DREAM' logo, a sunset with acacia trees, a hand holding a globe, a solar panel, and a map of Australia. Below the banner are ten smaller resource thumbnails, each with a title and a 'PDF on Google Drive' icon. A blue arrow-shaped box on the left points to the text 'Australian Curriculum'.

Click to SAVE time & Money.