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**African migration as a way to learn  
geography and to bridge gaps between  
different countries.**

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# **RESUMEN**

El proyecto se basa en el conocimiento de África, concretamente de las zonas de Magreb, Sahara y Sahel. El gran desconocimiento y el desinterés en nuestro país hacia este continente es bastante preocupante, por lo que este tema no puede pasar desapercibido en las aulas. El continente africano es la cuna de la humanidad y gran parte de nuestra cultura proviene de este. Es por eso por lo que se va a estudiar tanto su geografía como sus factores sociales y culturales, intentando que los alumnos adquieran un mayor conocimiento de las áreas africanas que trata este proyecto y unas mejores relaciones con las diferentes grupos étnicos en el futuro. Todo ello se realizará a través de la geografía, como una herramienta que sea capaz de integrar a los alumnos del propio país con los de diferentes lugares de origen.

## **PALABRAS CLAVE**

Migración; Geografía; convivencia; desarrollo; Africa del norte; Población.

## **ABSTRACT**

The project is based on the knowledge of Africa, specifically in the areas of the Maghreb, Sahara and Sahel. The lack of knowledge and interest in our country to this continent is quite worrying, so that this problem cannot be overlooked in the classrooms. The African continent is the cradle of humanity and much of our culture comes from this. Is that it is going to be studied both the Geography and the social and cultural factors, trying to provide students with a better understanding of the African areas ,and improving the relations with the different ethnic groups in the future. All this it will be done through the Geography, as a tool to integrate the students with local background with the pupils from immigrant families.

# KEYWORDS

Migration; Geography; Coexistence; Development; Northern Africa; Population.

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# INTRODUCTION

This research project aims to identify and analyze the geography parts of the African continent, as well as providing knowledge on their culture inside of a pedagogical context. The project is going to transmit the importance of the Geography as a tool to integrate the human and natural aspects which form the territorial reality. Geography is about to find the causes and phenomenon that occurs in our planet with the purpose that men know and take advantage the facts and phenomenon to improve the humanity life. To do this, Geography can be defined as the study of the causes about the physics, biology and human interaction that occur of the Earth. So that is why the study of Geography is indispensable in the Spanish classrooms. The knowledge of the continents is essential. This project is going to focus in Northern Africa. The importance of this zone of Africa and the conspicuous presence of people from this origin in our country, make the North of Africa in object of study.

Africa is the third largest continent of the Earth comprising 22% of the total landmass. Our idea of Africa is based on broad generalizations, considering Africa as a place of deserts and dangerous animals, political instability and extreme poverty. This continent is very appealing for children due to the great heterogeneity of wildlife and its relation with adventure. The main objective of this project is to bring to the classroom a broader vision of the reality of Africa.

What I try to convey with this project is that Africa has a physical geography as diverse as any other continent, and it also has a population of 1,000 million of habitants. They all grouped in a great ethnic diversity, all of them very different from each other.

We have studied a lot about the African ethnic groups, and it is true that there have been many investigations of them, but there are still many of them not rated or that are directly unexplored. In this project I am going to study on focus on a very important part of Africa for Europeans, concretely the Maghreb, Sahara and the Sahel.

Northern Africa was strongly linked to European history during the Antiquity, when the center of Europe was based on the Mediterranean. The territories of Northern Africa have hosted many civilizations of great relevance for Europe (Egypt, Cartago, Roma and the Arabians However, as the gravity center from Europe moved from the

Mediterranean to Central Europe in the Modern times, the relevance of Northern Africa for European people diminished and it became a virtually unknown continent.

Africa became then an unknown continent. The search for new knowledge and to the wish to bring Christianity to African people, the search for allies and the finding of the raw materials, the cheap labor and especially the establishment of trade routes, wake up the interest of the first navigators. Another great moment of expansion into this continent emerges during the colonialism of the nineteenth century until the early twentieth century. It is the time of the great European empires very anxious to conquer and annex new territories decide to set foot in this continent.

In the second half of the 20<sup>th</sup> century African countries achieved their independence from the European metropolis. At this point Africa became even a more remote issue for European people. However, during the last decades increasing immigration from Africa into Europe is increasing our contact with African people. However, our information about the circumstances of the countries where they come from is still very scarce.

In these pages will focus on the analysis of the reality about the physical geography and the culture of Africa, focusing on Northern Africa, which is the closest part of this continent to Spain and the place which brings more immigrants to us. We shall use this activity as a tool to understand the cultural and geographic context of our students from North African origin.

## **1. AIMS**

### **1.1.-GENERAL AIM**

Providing basic information about the geography and culture of the Maghreb, Sahara and Sahel.

### **1.2. -SPECIFIC AIMS**

- Achieving the integration of the students from an intercultural dimension.
- Incorporating to the different people and groups with their peculiarities, and promote the tolerance.

- Getting an overview of the world, putting us in a geopolitical dimension to help us to understand the other countries realities.
- Knowing, understanding and respecting the different cultures the rights and opportunities equality for men and women.
- Encouraging tolerant and non-discriminatory attitude for personal, social, cultural, and racial beliefs reasons.
- Increase the channels of communication between the immigrant population and the host students.
- Promote the awareness of the bilingual students from Africa in this project. Taking use of their language and culture.
- Know the Maghreb and the Sahel: Geography, History and Culture.
- Discover the cultural value of diversity.

## **2. JUSTIFICATION**

The choice of this topic for the realization of this project is to offer from a pedagogical point of view, the vision of a continent to the students that are not used and many of them are completely unknown. Spain is limiting with Africa and even part of Spain (Ceuta and Melilla) lies in that continent. This reality cannot go unnoticed in the classrooms.

The African continent has been far from the intellectual and social interests of the European population, especially for the Spanish. Today the immigration phenomenon is leading to the settlement in our country of population of African origin. This has brought the need of mutual knowledge for an adequate coexistence a need. There is a need to know, for instance, the motivations and the interests of these groups to migrate and reside in Spain in a culture totally novel for them. Understanding the different factors that promote migration, such as high poverty rates, political instability, military conflicts is also necessary to have an adequate mutual knowledge.

This project is aimed to stand out the importance of the African continent in the current global context. It will make a spatial and social analysis of the territory and their

borders, especially for the areas of the **Maghreb** and the **Sahel** which are most important regions of origin of African immigrants in Spain. For the development of this research it has had a special focus regarding the problem of the globalization. It is an important problem that cannot go unnoticed and less on a continent like this, where there is still exists a significant social divide. For this will be analyzed as a whole space with the areas that it comprises and influence. As a result of this massive globalization of this continent, it has made it one of the biggest losers, with very weak nations with democratic systems poorly consolidated makes people have to leave their homelands in search of a new better life.

Therefore, in this project will be a reflection on immigration, mainly the causes and effects, and other factors. This phenomenon is already present in our lives and every day, the classrooms are filling with foreign students. So it is a very important point that students know about these people are, where they come from etc... In this way, this project will try to teach more about Northern Africa to improve the understanding between different cultures.

Knowledge of Africa both geographically and culturally is indispensable for a better understanding between different cultures in the classroom. This will place special emphasis on the study of it.

## **3. THEORETICAL FOUNDATIONS**

### **3.1. - SPAIN AS AN IMMIGRATION RECEPTOR**

According to the census (2001-2011) from Spanish Instituto Nacional de Estadística (INE), Spanish population reached 46,815,916 habitants. The main cause of this increase is due to the arrival of new immigrants, in the last ten years, immigrants have grown more than three millions. In that decade the immigrant population raised 6,663,545, representing an increase of 14.6% the largest increase known in a decade in Spain. The Spanish population has experimented a less pronounced increase; their population has risen from just over 39 million in 2001 to more than 41 million. The



national growth is mainly based on the increase in life expectancy and the rising of the birth rate.

Over the last 20 years the immigration have gone from anecdotic to become a basic phenomenon to understand the reality of Spanish demography series of unremarkable social minorities to be a reality that take up the mainly concerns of the Spanish state with the apparition of a large number of minorities (González & Vera 2008). This process started with the economic boom from 1996 which reduced traditionally large unemployment rates, providing with the need of a large number of unskilled workforce. In 2012 Spain hosted nearly six million of immigrants, representing 12% of the country population. It is a big change, if we compared with which there were 15 years ago the percentage was about 2%. immigrant population has assumed a big role in Spanish economy, almost one of every ten workers in our country is an immigrant.

The Maghreb is one of the main regions of origin for this immigration, accounting for 15% of the total immigrant population. The main countries of origin are Morocco followed very far by Algeria. In 2007 there were around 600.000 inhabitants censed, nowadays in 2013 the figure almost touching the million. Moroccan population has grown from 233,415 immigrants in 2001 to roughly 850,000 in 2013. In fact, Morocco is the second home country for our immigrants, only preceded by Romania.

This pattern is easy to understand if we consider that the border between Spain and Morocco has one of the highest differences in per capita rent in the world (Spanish per capita rent is 11-fold the Moroccan, 2011 data). Considering these circumstances, and the presence of the Autonomous cities of Ceuta and Melilla in continental Africa, plus the proximity of the Canary Islands to Africa makes it one of the main destinations of Moroccan immigrants. The total of Northern African immigrants in our country represents 16%.

Apart from having the high immigration rates from North Africa. There is also immigration from the Southern of Sahara, which is known as sub-Saharan immigration. This immigration starts to occur in the 90's when the authorities in Melilla begin to observe the presence of immigrants from this part of Africa. Immigrants from Sub-Saharan African, mainly from the Sahel region comprise a reduced (4%), but important part (200.000 persons) of our immigration. The countries of origin for this population

are mainly Senegal, Nigeria and Gambia. Senegal occupies the first position from the Sahel immigrant population with a population of 63,491 inhabitants in 2012 that has increased five-fold since 2001. Nigerian population is a bit lower (45,991 persons), but has also grown at the same pace.

The great factor of attraction of these migratory flows was the demand labor from the Spanish labor market. This will be oriented to sector such as agriculture, construction services and the peddling. Sub-Saharan immigrants work in sectors with low national occupation, low salaries and precarious conditions.

Sub-Saharan immigration has been perceived, as a migration problem, in spite of their low quantitative weight. The Sub-Saharan immigrants group is unimportant if it is compared with the other group of foreigners. Therefore the Sub-Saharan immigrations are comparatively small. However, since the irregularity is one of the most relevant features of this group. Many of them are introduced in Spain by mafias after risking their life and paying large sums of money.

### **3.2. - THE CRISIS IN THE NORTH OF AFRICA AND THE IMPACT ON THE ILLEGAL IMMIGRATION IN THE EU.**

As Gil Arias told (2011) is an alerted message about the thousands of immigrants who illegally enter in the EU. He develops a detailed analysis of the main routes to entry of these people. On the southern route i.e. in the African continent states the following: The West of Africa route is used since the ancient times for the immigrants of Mali, Mauritania and Guinea Bissau. The Western Mediterranean route is chosen by Moroccans and Algerians. It also confirms that there are other routes such as the central and the eastern Mediterranean, from sources such as the Gulf of Guinea or the Horn of Africa.

A part of these statistics dates we have to count the illegally population residing in our country. Not reflected in the data but that it is very present in our country.

Another very important factor in this group, it is the illegal immigration, very common in this part of Africa.

This population resides mainly in the regions of Catalonia, with a major presence followed by Madrid, Andalusia and Valencia.

Spain, along with Italy and Greece is one of the most

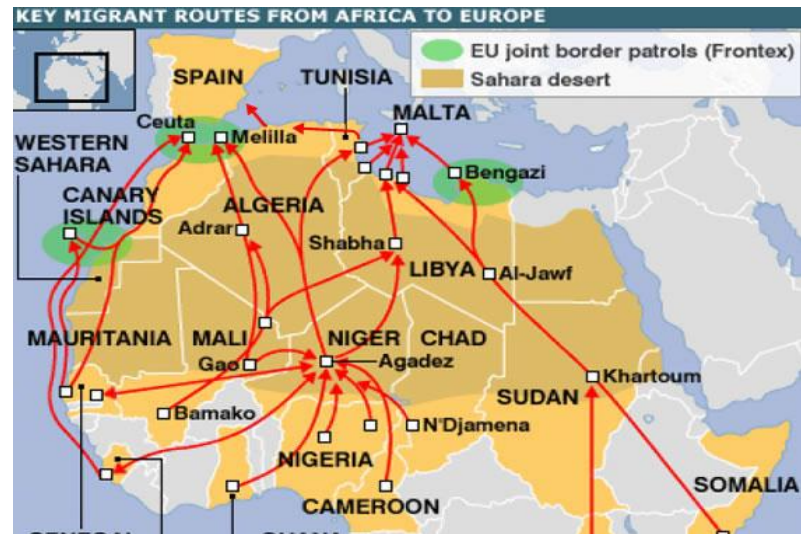


Figure 1: Immigration routes to Europe

important routes of Africa for entry into Europe. Many of them do it illegally. Despite the strict security of borders and the natural barriers such as the Atlantic Ocean and the Mediterranean Sea, many of them manage to enter our country.

### 3.3-THE INCREASING PRESENCE OF IMMIGRANT STUDENTS IN THE SPANISH EDUCATIONAL SYSTEM

According to Valero (2002), in the recent years the immigration has increased dramatically in Spain and therefore in our educational system. Immigrant population needs a proper integration into our educative system. Therefore, classrooms should be well adapted to produce a good coexistence and adequate diversity. The classrooms move towards interculturality that respects the different ethnic. Valero (2002) analyzes the patterns of arrival, their geographical distribution, the public centers concentration, and the problems that they have, from the ignorance of the language, the religious differences or the economic deficiencies when these immigrants are schooled.

The impact of the immigration has not been geographically homogeneous. Immigration has been concentrated in Mediterranean coastal areas and Madrid. Catalonia, Valencia and Madrid received the 24%, 17% and 23% of the total immigration, respectively in

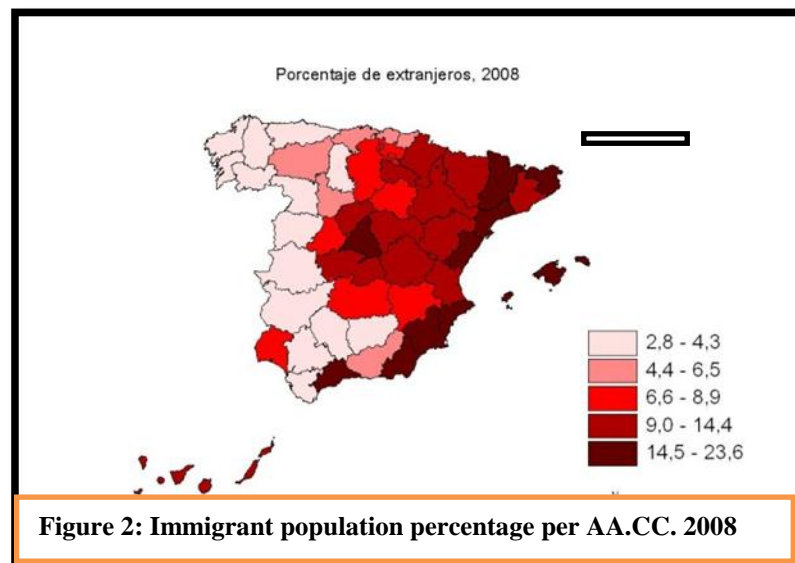
the South the autonomous communities like Andalucia and Murcia and the Canary Islands. All of them have the largest percentages of immigrants of Spain.

Foreign student population at the non-university levels have been underestimated by the immigration data registered in the immigration yearbook (Valero 2002). This author blames that in 2001 where it was supposed to be 141,434 foreign students, only 115,386 between 0 and 15 years old were counted. He defends that due to a set of

factors such as non-schooling after the high school, the enrollment in the Spanish educational system only one course after their arrival and that the vast majority of the children under 3 years were not reflected in this data.

The adaptation of school community to this phenomenon is quite complicated. Many of the teachers, especially in areas where there are a high rate of immigrants per classroom, are under pressure to create a school as an integrator classroom. In this way is that the pupils somewhat segregated from the rest. Moreover, the lack of immigrant student's previous school attendance and/or integrating into the Spanish educational system at older ages is an additional burden. The arrival of students who have not assisted to the elementary education stage in their countries of origin to our secondary education system is extremely conflicting, particularly when linguistic barriers prevent the communication with their teachers or classmates. In fact, after Valero (2002), the worst results of the immigrants occur at the high school level. This problem forced the schools and the colleges to systematize their student's access creating a series of host plans.

One of the main deficiencies of these students are the linguistic competence, language is the essential part of the collective identity, which will serve for a better understanding of the culture and a better adaptation. Another controversial issue is related to the religion, especially with students of Muslim background, which he says that the ideological distance is large yet, on the other hand he also says that some authors are



already talking about the "Islam in Europe", different from their places of origin. In the case of Spain the influence of non-Catholic religions in the daily life of the school has been little studied.

The concentration of immigrant students in certain schools as a result of the segregation of immigrant population in certain city neighborhoods is also a point to consider. Some of the national students avoid the centers with high percentage of immigrant students, since they are blamed to be more conflictive or leading to lower academic achievements. This perception has caused a movement from non-immigrants students to other centers or even the preference of parents for private school or bilingual schools which usually have lower immigration rates. This produces a high concentration of foreign students in certain schools, known in Holland as "black schools", in Spain, there are centers with more than 70% of foreign students. Valero (2002) suggests that if we do not act quickly, the emerging multicultural society away from becoming intercultural, it will lead in stable ghettos.

It also makes a wakeup call to the authorities to increase the education spending: dining, books and transportation aids. He also defends that the support teachers should be increased with the unschooled students, who do not know the language, with behavioral problems of children and without family representation especially the children of the African Maghreb. Valero also says that not only this is achieved investing more public money on education, but we must have clear objectives and a proper planning. The possibility of a united future society where there will be an equal opportunities and a proper coexistence between the different ethnic groups with the host culture, is one of the challenges that schools must meet to achieve in the future to have a good integration of the immigrants in our country.

### **3.4. THE MAGHREB**

The Maghreb means in Arabic (المغرب) "Place where the sun sets". The name is

Tamazgha, the original local language Tamazight. The Maghreb is located in the northwest quadrant of the African continent. Although the exact borders may vary depending on the author, it is commonly assumed to include the countries of Morocco, Algeria, Libya, Tunisia, Mauritania, plus Western Sahara territories

### **3.4.1. History**

The history of this area is very close to that of the Northern Mediterranean countries due to their proximity.

During the **prehistoric** times and more specifically in the Ice Age the Sahara desert was even bigger than it is today. The end of the glacial period brought more rain to the Sahara. Gradually the ice was disappearing and the Sahara desert dried.

#### **3.4.1.1. Antiquity**

The main Mediterranean ancient civilizations such as the Carthaginian, Phoenicians or Greeks settled in the African coast and built ports along the coast of the Maghreb. The main settlements were distributed from Morocco, in what is known as the Pillars of Hercules columns in the Strait of Gibraltar to Libya. Tunisia was a particularly importance in the Western Mediterranean for the relations and the trade for many centuries. In fact, it was the main territory of Carthaginian culture. With the defeat of Carthage in the Punic Wars, the Roman Empire took over many of these ports and the entire northern part of the Maghreb.

After the fall of the Roman Empire, the territory was invaded by barbarians and vandals. This civilization established as the capital to Carthage in 430 AD. The next century the Byzantine Emperor Justinian conquered the area and expelled the barbarians of their kingdom. Their dominance lasted about a century and a half when they were expelled by the Arabs about 640 A.D.

#### **3.4.1.2. Middle Ages**

Arabs settled in the Maghreb and spread the Islam among the natives. Arabic language was extended and Muslims established several Taifa kingdoms spread across the Maghreb Geography. These kingdoms were varying in size during the different reigns.

Finally these were divided into three states, which are now known as Morocco, Algeria and Tunisia.

Arabs promoted trade routes with caravans crossing the Sahara desert. The main products traded were gold, ivory and slaves who were obtained of the Sahel area or even in the Southern of Europe. After the Middle Ages the Ottoman Empire controlled most of the Maghreb.

#### **3.4.1.3. Modern history**

The most important historical and decisive facts are from the period of European colonialism and the independence of these countries that starts after the Second World War. In the case of the Spanish possessions in the Sahara, this process did not conclude. Despite their desire for self-determination of Western Sahara, it was annexed by Morocco in 1975 what it has caused a massive exodus of the population to the Sahara Desert. Although recognized by many countries, Western Sahara remains under the rule of Morocco.

#### **3.4.2. Geography**

The countries and the territories that form the Maghreb are: Morocco, Algeria, Libya, Tunisia and Mauritania. Despite this new disposition of the Maghreb, previously this was only formed by the three member states, Morocco, Algeria and Libya. All this countries have strong similarity in their culture and customs. The limits of this zone are in the North with the Mediterranean Sea, in the West with the Atlantic Ocean and the Sahara desert to the South.

As for areas of the Maghreb region, it can be divided in the following manner, the Mashreq, the westernmost part and the Magreg the central and the easternmost part. The physical geography of the Maghreb, are characterized by a very steep and arid terrain.

In this it can find all types of landforms, some of them very important like:

The Atlas Mountain range which runs across Morocco to Libya, crossing Algeria and Tunisia. It is characterized for having a total length of 2400 km and a high altitude. The clearest example is the Mount Toubkal with an elevation of 4165m. This range is divided into several areas the Rif, the Anti-Atlas, the Middle Atlas and the High Atlas. The later hosts the highest peaks.

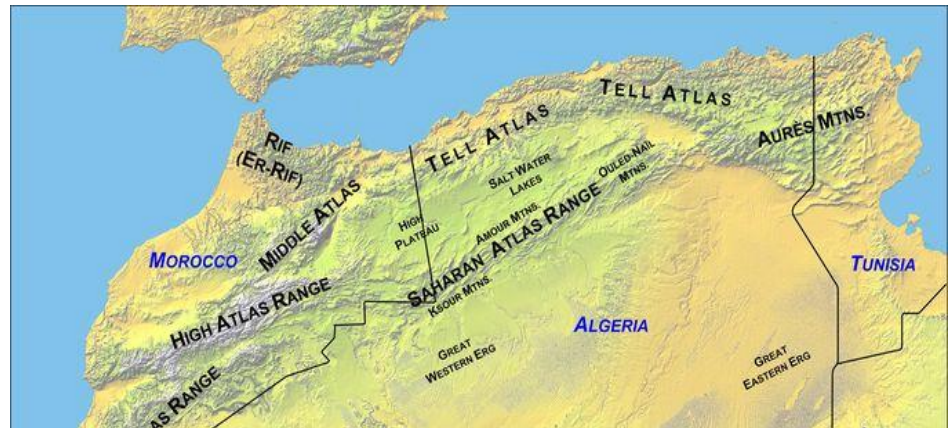


Figure 3: Atlas mountain range divisions.

The coastal slope is characterized by great plains.

On the deserted slope there is a semi-arid zone, stretching from Morocco to Algeria. In the country of Libya, there are a little semiarid zone in the littoral, a narrow coastal strip that surrounds the Nafusah hills to the Jabal al-Akhdar zone, the last area is formed of plains and hills.

The most important Gulf is the Sirte's Gulf in Libya. It is a large inlet of the sea throughout the Mediterranean coastal area of Libya. This coastline is mostly deserted. Most of the area's economy is based on fishing of tuna and sponges. There is **another area** in the Maghreb that could be called of transition that it is between the **Atlas Mountains** and the **Sahara Desert**, where the land is a little more fertile. A lot of the population of this zone is concentrated there. In this region economic activity has an especial importance.

### 3.4.3The population

The Maghreb has 121 millions of habitants population, being a fairly homogeneous group. The Maghreb has 1% of the global population. This population is composed of Imazighen and Arab with sub- Saharan and European elements. The original population is the Imazighen people with an own language known as Tamazight. Traditionally, population dedicated to the agriculture and the shepherding. Later, with the arrival of



the Arabs to the Maghreb area, they have caused several conflicts with the Berber population. Today there is still the Berber population in Morocco and Algeria.

In the Northern coastal cities, some immigrants influenced in the population of the Maghreb during the Middle Age. The most important were the moriscos and the muladies, Spanish who come to this continent to convert to the Muslim faith. During a lot of years, the Maghreb was home to the Jewish communities, and the Spanish Sephardic Jews who escaped of the Catholic Inquisition. Another important group are the Turks with the Ottoman Empire. Today there a large population of the descents, particularly in Algeria and Tunisia. Sub-aharan africans joined to the Maghreb population as a result of the slave trade from the Sahel to the Maghreb. In Algeria there is a French origin minority known as “Pied Noir” established in late 19<sup>th</sup> century.

Nowadays the population is settled in each country in determinate areas as, in Morocco most of the population is concentrated in the North of the country and the coast. Almost all the economic activity is concentrated in this area. In Algeria, almost the all population lives in the East part of the Kabila’s region. Despite being Muslims, they continue maintaining their cultural traits like the language and the folklore.

### **3.5.-SAHARA ZONE**

The Sahara (الكبرى حراء الص), “the greatest desert”)

**Sahara Desert** is the largest hot desert in the world with about 9,065,000km<sup>2</sup>. This desert. Sahara stretches from the Atlantic Ocean to the Red Sea, covering most of North Africa. To the south is delimited by the Sahel. The Sahara covers the countries and zones of Algeria, Chad, Egypt, Libya, Mauritania, Morocco, Niger, Western Sahara, Tunisia and Sudan.

It is a rocky and sandy desert with sparse vegetation. The composition of this desert is basically sand and gravel. The latter material predominates in the three quarters of this desert.

Water is very scarce in this place, being limited to small oasis or some small river as the Kumer-Rbia River. In these areas, agriculture occurs, focused on different species, being date palms the most frequent.

### 3.5.1. History

Carthaginians, Greeks and Romans civilizations had several geographical knowledge of the desert. The North of Africa was conquered by the Arabs during the Middle Ages. It was a millennium of fights and hostilities.

The modern exploration of the Sahara was initiated by the Royal Geographical Society founded in 1788. The first European who tried to cross the Sahara from North to South was Federico Hornemann, but he died in the attempt. The scientific research began in 1850 with the work of the great German explorers. But it is true that it had other before that ventured to cross the Sahara. The fights between the Muslims and Christians make impossible the European travels.

During the colonialism, the occupation of the most of North Africa by the Europeans, a lot of countries were annexed to their empires.

European powers saw Africa, as an unexplored continent with many resources. The interest of these countries like France, Germany, UK, Spain and others, in obtaining these countries was great. This drove a race between European countries to acquire these valuable resources and increase their geographic territories. The invasions of the African territories by the European countries were usually performed by force. Once annexed the European countries imposed their own economic, political and cultural models.

### 3.5.2. Geography

Sahara is limited by the Atlantic Ocean in the West, the Atlas Mountains range and the Mediterranean Sea in the North,



Figure 6: Sahara Desert

by the Red Sea in the East and by river Niger valley and Sudan region in the South. Sahara can be divided in several zones: Western Sahara, Central Sahara, the Ahaggar, the Tibesti Mountains, the Air Mountains that is the region with highest plateaus and the Ténéré desert, the most arid region.

The highest peak is the Emi Koussi with 3.410 m, located in the Tibesti Mountains.

The rivers in Sahara are seasonal. The underground aquifers reach to the surface, forming oases such as Bahariya, Ghardaia, Kufra or Siwa.

### 3.5.3. Climate and Eco regions

The Sahara has several eco regions, the differences are large with variations of temperature, rainfall, elevations...

- **The Atlantic coastal desert**, It is a narrow strip along the Atlantic Ocean, covering 39.900 km<sup>2</sup> from Western Sahara to Mauritania. The vegetation of the zone is composed of lichens and shrubs.

The extension.

- **North Saharan steppe and woodlands**, across the northern part of the desert close to the Eco regions of the Northern Maghreb. It covers 1675300 km<sup>2</sup>. The vegetation is formed of dry woodlands and shrublands. The climate is Mediterranean. The countries of this region are Algeria, Egypt, Libya, Mauritania, Morocco, Tunisia and Western Sahara.
- **Sahara desert ecoregion**, it covers the most arid central zone of the Sahara, with scarcity of rainfalls. Vegetation is rare or scarce; there are some stone plateaus, dry valleys and gravel plains. It covers 4.639.000 km<sup>2</sup>. The countries of this region are Algeria, Chad, Libya, Mali, Mauritania, Niger and Sudan.
- **South Saharan steppe and woodlands**, this Eco region is a narrow region between the arid Sahara and the Sahel. The vegetation is composed by grasses and pastures. This Eco region covers 1101700 km<sup>2</sup>, in Algeria, Chad, Mali, Mauritania and Sudan.

- **West Saharan mountains xeric woodlands**, this Eco region are composed for volcanic highlands with a wet climate. 258.100 km<sup>2</sup>. The most important the Tassili n' Ajjer of Algeria, Dhar Adrar of Mauritania.
- **Tibesti-Jebel Uweinat montaine xeric woodlands**, in the Tibesti and the Jebel Uweinat highlands. Rainfalls are frequently and the cooler temperatures. The vegetation is composed for palms, acacias, myrtle and tamarix. 82.200 km<sup>2</sup> of extension and this Eco region is located in Chad, Libya and Sudan.
- **Saharan halophytic** is an area of saline depressions. It covers around 54000 km<sup>2</sup> in the Tunisian salt lakes of Tunisia, the Chott Melghir in Algeria, Mauritania and the Western Sahara.
- **The Tanezrouft**, this zone is the driest zone of the Sahara and one of the Earth. There is no vegetation and very little life. This zone is situated in the borders of Algeria, Mali and the Hoggar Mountains.

#### 3.5.4. Wildlife

Flora, the lack of something as precious as the water means makes that exist a little bit vegetation in this area. The plants that survive in the desert are well adapted to water scarcity. These species are prepared to prevent the evaporation and increase the water absorption. These species are characterized by possessing small leaves and very deep roots. Acacias and tamarisk are typical trees inhabiting these areas. But undoubtedly the most important and the most common is the date palm, which becomes essential for the inhabitants of the area. The palm serves both as food such as for to build of houses. The habitat of this tree is wet places with abundance of water. For example the oasis (a desert place where there are water and vegetation).

The wildlife species are well adapted to the land, many of them living underground, as the case of the scorpions and the insects. Many of them have well adapted to the terrain and the scarcity of water. They are able to recover the water vapor in their lungs, in addition these animals can urinate almost in a solid form or even though producing very dried feces. Another significant case is that some animals of this zone of Africa loss their glands of sweat.

The animals that can be found in the Sahara Desert are the addax, the gazelle and the Sahara's fox. Although, the most common is the dromedary, this animal is indispensable in the lives of their inhabitants. This animal can support a high resistance to the heat and the thirst. Furthermore the African dromedary has the particularity to hold temperatures above 50 ° C and it can be without ingest liquid in several days and support heavy loads.

### **3.5.5. Population**

The Sahara population is mostly Arab and Imazighen origin; there is also a small minority of European ancestry and a little group of black-skinned.

Arabic is the most spoken language. In the Sahara there are several groups of people. Imazighen people are from the West of Egypt to Morocco, they have their own language the Tamazight. They are usually nomads who work as a shepherds and farmers. The other group present in the Sahara zone is the Sahrawi people, they live in the zones of Tindouf and Mauritania.

## **3.6.-THE SAHEL**

The Sahel. (الصحل) in Arabic, literally means "Coast, Shore", this zone is located between the Sahara to the North and the Sudanian savannas. This area cover parts from Senegal to Eritrea.

### **3.6.1. History**

The first instances of agriculture occurred in the 5000 BC, products like the sorghum and the African rice. Around 4000 BC the climate of the Sahara and the Sahel started to become drier, caused and increasing desertification. The first huge Sahelian kingdoms started after AD 750, including cities like Timbuktu, Gao and Djenné.

During the 9<sup>th</sup> to 18<sup>th</sup>, the Sahel Kingdoms were a series of monarchies, their wealth of the Sahara trade routes, especially the slave traffic during the Arabic empire. The Western Sahel was conquered by France in the 19<sup>th</sup> Century. French territories were decolonialized in 1960. Nevertheless, the Eastern Sahel did not fall to the European powers, but it was annexed in 1820.

### 3.6.2. Geography

It is a land with diverse landscapes, regions and cultures. This region covers mostly all the sub-Saharan countries from Senegal, the Southern of Mauritania, Mali, Burkina Faso, Niger, South of Sudan, Chad and Eritrea through 10,000 km, crossing the continent from the Atlantic Ocean and to the Red Sea. The dryness of the terrain and the difficult weather conditions in the area makes that millions of inhabitant of the place will have to face to a very harsh living conditions.

The Sahel is a semiarid region, which it extends across the width of Africa. Rather than a fixed area, it constantly undergoes to modifications of extension by the changing rainfall patterns.

Sahel topography is mainly flat, with an altitude of no more than the 400m. There are several isolated plateaus and some mountain ranges.

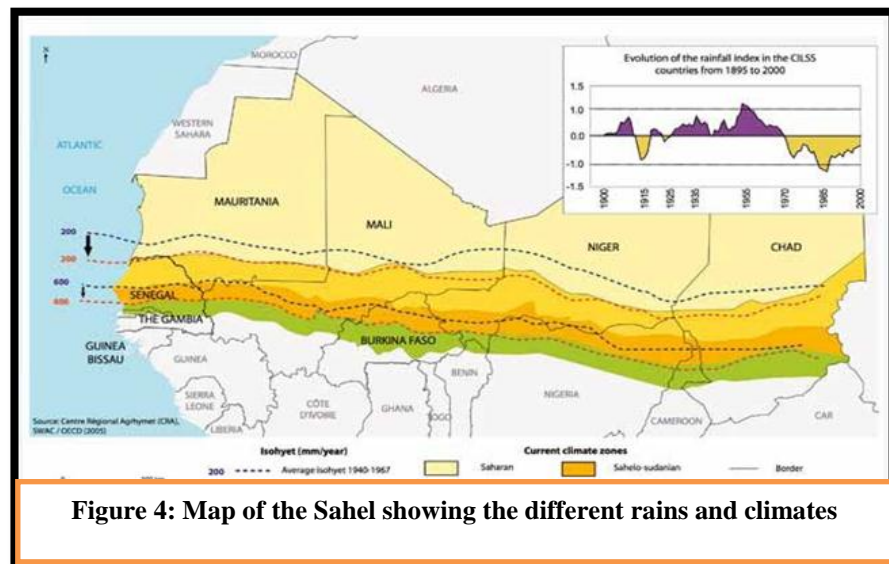


Figure 4: Map of the Sahel showing the different rains and climates

### 3.6.3. Climate

Temperatures are high throughout the year, during the months of April to July produced the highest points with an average temperatures of 36 ° C.

The rainfall occurs during summer months, and these are characterized for the water abundance. In January, coinciding with the activity of anticyclones an extreme aridity occurs with frequent sandstorms from the desert. These sandstorms are known as Harmattan.( West trade wind, dry and dusty during the months of January, February and March)

### 3.6.4. Wildlife

As vegetation is varied in the North and the South of the Sahel, the Southern is the part that concentrates more species of trees and shrubs, nevertheless in the Northern, this is dominated mainly for grasses and acacias that are able to withstand the extreme weather conditions.

The Sahel was home in the past of a large population of mammals with species like oryx, gazelles, cheetah. Today some of these species have been reduced in number, as a result of an indiscriminate hunting.

### 3.6.5 Population

The inhabitants of the Sahel are from different origins. In the Northern villages Arab population is predominant, however as we go to the South black-skinned population prevails. Sahel area has about 50 million habitants distributed in the countries and zones of Senegal, Mali, Niger and Chad among others.

Most of the people of Sahel have been semi-nomads, with the economy based in agriculture and shepherding in a transhumance system. In the South where the rainfalls has place, the agriculture is very common. The millet, the sorghum and the rice is the main crop of subsistence. Although there are also others products like the cotton usually used for the trade.



Figure 5: Sahel village

As for the language of the area, it can found a variety of languages. (Fula, Bainouk, Wólof, Mombo...) , The colonial past of these countries was bound to France. Mainly their inhabitants are Muslim, but there are also other more religions as Christian or monotheistic.

## 4. METHODOLOGY

This study follows a qualitative methodology. The direct observation like a technique to interpret the process in the classrooms.

Activities are aimed to teaching and learning the different parts of North Africa. Besides it will do a special emphasis in the geography, as an integrative science. Activities are divided into theoretical part and practical part. The worksheets are focused on areas of Maghreb, Sahara and Sahel.

- The activities will be related to real life, based whenever be possible on the students experiences.
- It will try the construction of learning experiences with the design of the activities that will favor the relationship between what the student already knows and new content to assimilate.
- The spontaneous interest of students for knowledge and culture will be enhanced.
- It will drive forward the cooperation between equals.
- It will emphasize the usefulness of learning. That what they learn in school will prove to real life and to acquire new learning.
- Intense activity will be promoted by the student. The student is the protagonist of their own learning.
- Grouping: In terms of activity may be individual or group.

All these methodological principles are put into practice through a large bank of activities. They will be developed in an area and a specific time and with varied teaching resources.

Theoretical frameworks are obtained of the reviewing of different bibliographic sources. Digital magazines, geographic books have been used like sources. For the result



exposition, it has created a project applied to the primary education classroom. Specifically, it will be ideal to the second cycle of primary education.

The main objective of this project is to promote the coexistence between students from different geographical origins with the host group and to know the territories of Northern Africa. This project will try to make students able to learn, interpret and understand the physical and political Geography of the countries, their History and Culture. It has developed a series of worksheets and activities to learn more thoroughly these topics.

This project is focused on the African areas of Maghreb, Sahel and Sahara. These African parts are represented in worksheets of each area following the next scheme:

- Maghreb
  - Introduction
  - History
  - Geography
  - Population
    - Ethnic groups
- Sahara
  - Geography
  - Culture
  - Population
- Sahel
  - Geography
  - Population
    - Ethnic groups

After the theory worksheets, there are a few activities related with the contents.

The purpose of these activities is that the students learn a little more about the countries of origin of some of their companions in a dynamic way. They will be able to understand the different relief, the countries and the ethnic groups.

When this project finishes, the student will know more of this African parts, differentiating the countries, the relief, ethnic groups and culture.

## 5. PROJECT RESULTS

- **LANDFORMS ACTIVITY**
- **This is Morocco's map. Look at the relief and the borders.**



- **RATES ACTIVITY**

- Look for in the indicated web page the next rates of Mauritania and Spain in 1990 and 2012:
- Birth rate.
- Mortality rate.
- Population density rate.
- Literacy rate.
- Analyze the different year rates of the two countries. Can you see any differences?, what do you think about the birth rate? And the mortality rate?
- Why do you think that the literary rate of Spain is higher than the Mauritania's rate?
- <http://www.indexmundi.com/>

<b>RATES ACTIVITY</b>	
<b>NAME</b>	Knowing the rates
<b>DURATION</b>	1 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	The activity will encourage the students autonomy. They will be able to search in a database through the Internet, specific data relating to countries in a determined year. Once the information was found, they will synthesize all that information, so they will have to understand the graph and extract information on the realization of the activities. Finally they will be able to understand because

	<p>these data are in this way, therefore as well as their consequences. and to obtain a conclusion, which allows the student, to explain reasonably the differences in the data from both countries.</p>
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Worksheets</li> <li>• Computers</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	<p>Activity consists of three parts, the first of all is to find the information on a website that the teacher will provide to students. Once there, they have to find different rates such as birth, mortality, life expectancy and literacy rate in Spain and Mauritania in 1990 and 2012. When students have all the necessary information, they will proceed to the analysis of the data. This will have to have some previous knowledge about the graphs tables. In this second step, they will interpret the data, answering the questions. These questions are about the differences in data between one country and another, and the consequences of these.</p> <p>Finally the teacher will make to students to formulate their own conclusion. In this way students will be able to reason properly, why the differences are so remarkable.</p>

## CONCLUSION

This activity is intended that students know more about the different rates and their importance in geography science, understanding the differences and the consequences that other countries have in relation to ours. This is to sensitize students to the reality of these countries through knowledge in an integrator way.

- **COUSCOUS ACTIVITY**

- The association of the people of the Maghreb in the neighborhood will explain during this session all about the couscous dish. From their history, preparation, the materials needed and customs at the time to eat.
- Couscous is traditionally made with semolina wheat. The milling process can be done with other cereal species, such as barley, millet, rice and corn kernels.



<b>COUSCOUS ACTIVITY</b>	
<b>NAME</b>	A delicious meal
<b>DURATION</b>	2 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	<p>The objectives and aims of this activity are to help students to understand through the gastronomy the different cultures of these countries.</p> <p>This exercise will encourage the participation of the students in the explanation of this food and they are able to appreciate the different culture.</p>
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Ingredients to elaborate the couscous</li> <li>• Couscous recipient</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	<p>For the activity, students will receive the autochthonous people visit in the classroom. For example if there is any North African student in the class, he will be asked for a family member to explain a little about the couscous and elaboration in the school.</p> <p>In this session explain about the couscous, how is it elaborated and the needed materials to do. In addition to their history and traditions. In this way the students will participate in the preparation of this typical dish, and the ways to eating.</p>

## CONCLUSION

This activity is for students to understand and learn more about the dish in a way that they are participants in a different culture. This activity is very interesting to promote the relationship between the students with the pupils with different origin places, valuing the culture. These often have trouble with the language of the host country and their academic level is usually low, so that this activity can motivate them in some way and especially for hosts students see that they have other capabilities that they do not possess.

- **THE ARAB CLASS**

- In class, a student from Morocco will explain about the Arabic language to students. He teaches the Arabic alphabet and he will write sentences on the whiteboard.

In this way students will realize that the lyrics are totally different from those we have in our alphabet, their placement and the form of writing.



- مجلس النواب لطيف جداً
- ويسمى أخوك روبن
- أنا حقاً أحب كرة القدم

ح	ج	ث	ت	ب	ا
ha	jim	tha	ta	ba	alif
س	ز	ر	ذ	د	خ
sin	za	ra	zal	dal	kha
ع	ظ	ط	ض	ص	ش
'ain	za	ta	dhad	sad	shin
م	ل	ك	ق	ف	غ
mim	lam	kaf	qaf	fa	ghain
ي	ء	ه	و	ن	
ya	hamzah	ha	waw	nun	

<b>LANGUAGE ACTIVITY</b>	
<b>NAME</b>	<b>Knowing other languages</b>
<b>DURATION</b>	<b>1 hour</b>
<b>Nº STUDENTS</b>	<b>24</b>
<b>AIMS</b>	<p><b>For this activity, as with that of couscous, it will try to bring a family member from the Maghreb to the class or any student who has knowledge of the Arabic language, for the session.</b></p> <p><b>he began teaching the alphabet with their translations in Spanish, so that students realize that the letters in that language are totally different from ours.</b></p> <p><b>Also the position in which they are placed and the mode of writing backwards to us.</b></p> <p><b>Students will be able to interact and participate in all the time, writing them on paper and doing all sorts of questions.</b></p>
<b>SPACE</b>	<b>Classroom</b>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li><b>• Digital blackboard</b></li> <li><b>• Worksheets</b></li> </ul>



- **Computers**

## **EXPLANATION OF THE SESSION**

**For this activity, as with that of couscous, it will try to bring a family member from the Maghreb to the class or any student who has knowledge of the**

**Arabic language, for the session.**

**He began teaching the alphabet with their translations in Spanish, so that students realize that the letters in that language are totally different from ours.**

**Also the position in which they are placed and the mode of writing.**

**Backwards to us.**

**Students will be able to interact and participate in all the time, writing them on paper and doing all sorts of questions**

## **CONCLUSION**

**Students will learn more about the Arabic language, seeing that in different geographic locations there are other languages, quite different from ours.**

**Also in this activity, students will see**

**that foreign students have other capabilities, such as in this case, they**

**speak other languages. foreign students**

**can get to speak three or more**

**languages. so it is a very important activity for the integration of foreign**

**students.**

- NUMBERS ACTIVITY

0	•	<i>sifr</i>
1		<i>wahid</i>
2		<i>itneen/tinteen</i>
3		<i>talata</i>
4		<i>arba'a</i>
5		<i>khamisa</i>
6	•	<i>sitta</i>
7	∨	<i>saba'a</i>
8	∧	<i>tamanya</i>
9	9	<i>tisa'a</i>
10	10	<i>ashara</i>

The numbers that we write are formed by algorithms, (1, 2, 3...). that is called Arabic algorithms. Arabs popularized these algorithms, but their origin date back to the Phoenicians. Numbers were used to count the commercial accounting.

NUMBERS ACTIVITY	
NAME	The origin of the numbers
DURATION	1 hour
N° STUDENTS	24
AIMS	This activity is aimed, that the students understand where they come from numbers, because they have this look and because each number is equal to a specific amount, realizing that today still continue using these numbers with the same millenary method.

SPACE	Classroom
MATERIALS	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Worksheets</li> </ul>
EXPLANATION OF THE SESSION	This activity is to provide students with a series of worksheets that contain the first numbers of humanity and to observe the form and compare with the currents.
CONCLUSION	In this way with this activity, they will realize that the numbers they use come from another country and to understand that there has been a mix of cultures. The cultures are very important in our lives, because if we join, we can create great things in the search of a better world.

## 6. ANALYSIS

The scope of this project is that the students know more about the three parts of Northern Africa; Maghreb, Sahara and Sahel applied in a pedagogical context. On this way the students are going to take part of the reality of these countries through the Geography, History and the culture. In this way the student will be immersed in an atmosphere of learning, where they are going to know the country, their history and

culture. In addition they are going to take part on the reality of these countries, with some resources and examples of the real life.

Student's worksheets are made to arouse the interest of the students. The worksheets have been created in a dynamic way with some text, many photographs and some activities. The activities have been create to assimilate the acquire knowledge in the theory worksheet.

The limitations of this project are many, one of them would be that the students do not know more knowledge about Africa and they do not know much information about it, what sometimes the ignorance of them complicate the integration among the students. Another very important point would be the disinterest that our society has towards to this continent. Africa, within the Western outlook usually gives it no much importance. The consequences of this are in many times the ignorance and the lack of involvement. So it is necessary promote the knowledge since very early. The project is suitable for students of 10 years old, but it can be adapted for any other age. They are going to understand the new reality of the world, they are going to be able of recognize the different parts of Africa, the landforms and the diverse ethnic groups, they are going to understand better the world that they live in, and the different phenomenon like the immigration, environmental or climatic. The comprehension and the knowledge of this continent are very important to promote the integration in the classrooms, as an excellent way to work topic like multiculturalism and attitudes against xenophobia.

## **7. CONCLUSION**

The project has been the result of a learning process, about the contents related with the topic. This work pretends to bring the students, the African continent from another point of view, that they are not used.

During this work, it has tried to do a synthesis about the three spaces closest to our continent, from the bibliographic review. The aim is to acquire new basic knowledge about the topic and to know the traits of these parts of Africa, and how it can be applied in the classrooms.

Everybody have right to a decent education, so we have to know more about what surround us. In this project, the student will learn more about Africa, from this Geography, History until the population of these countries. Knowledge and education is essential in the classrooms, in this case teaching about a continent almost unknown to the students as Africa, is without doubt, a good strategy for a better understanding in the future. The contents of this project are:

- The Geography of the different countries, the main landforms and the climate.
- The historical evolution of these areas.
- Demography and ethnic groups.
- Culture of the different areas.

It has created a didactic application in order to transmit the acquired knowledge and conserve them for the future generations.

Finally I would like to say that the main role of a teacher is to form the students and that they are able to develop in the future a solid personality and competence. The main aim of this project is that the students learn and understand the reality of the African continent. I feel to say the importance of the Geographic knowledge in our lives; we have obliged to know our planet to understand the world that we are living. The only thing that belong us by the fact of being born. The realization of this project has made me a better understanding of the different parts of North Africa adapted to a pedagogical context. It is essential to establish a learning process with neighboring cultures in our classrooms, to encourage a greater contact between cultures. To do, this project is a good way of achieving that goal.

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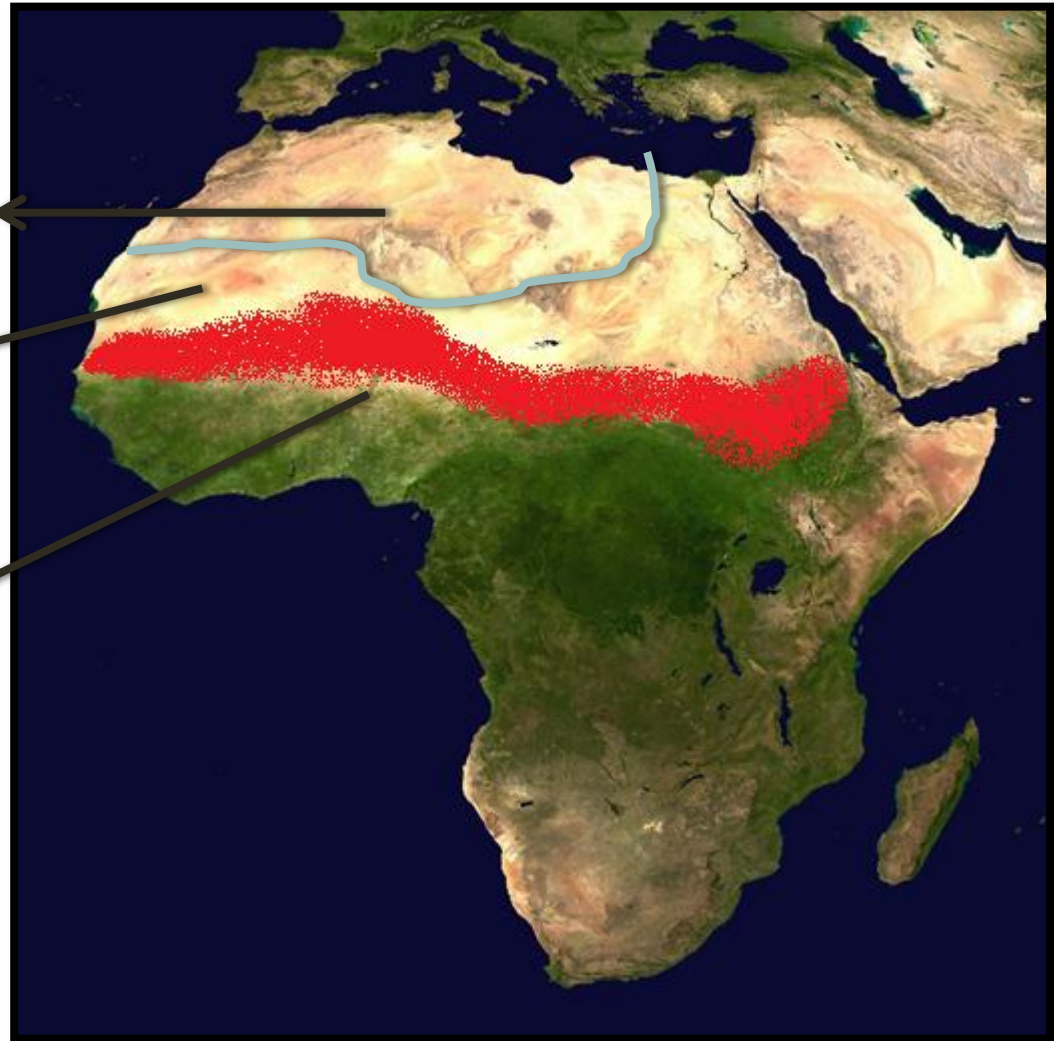


# APPENDIX

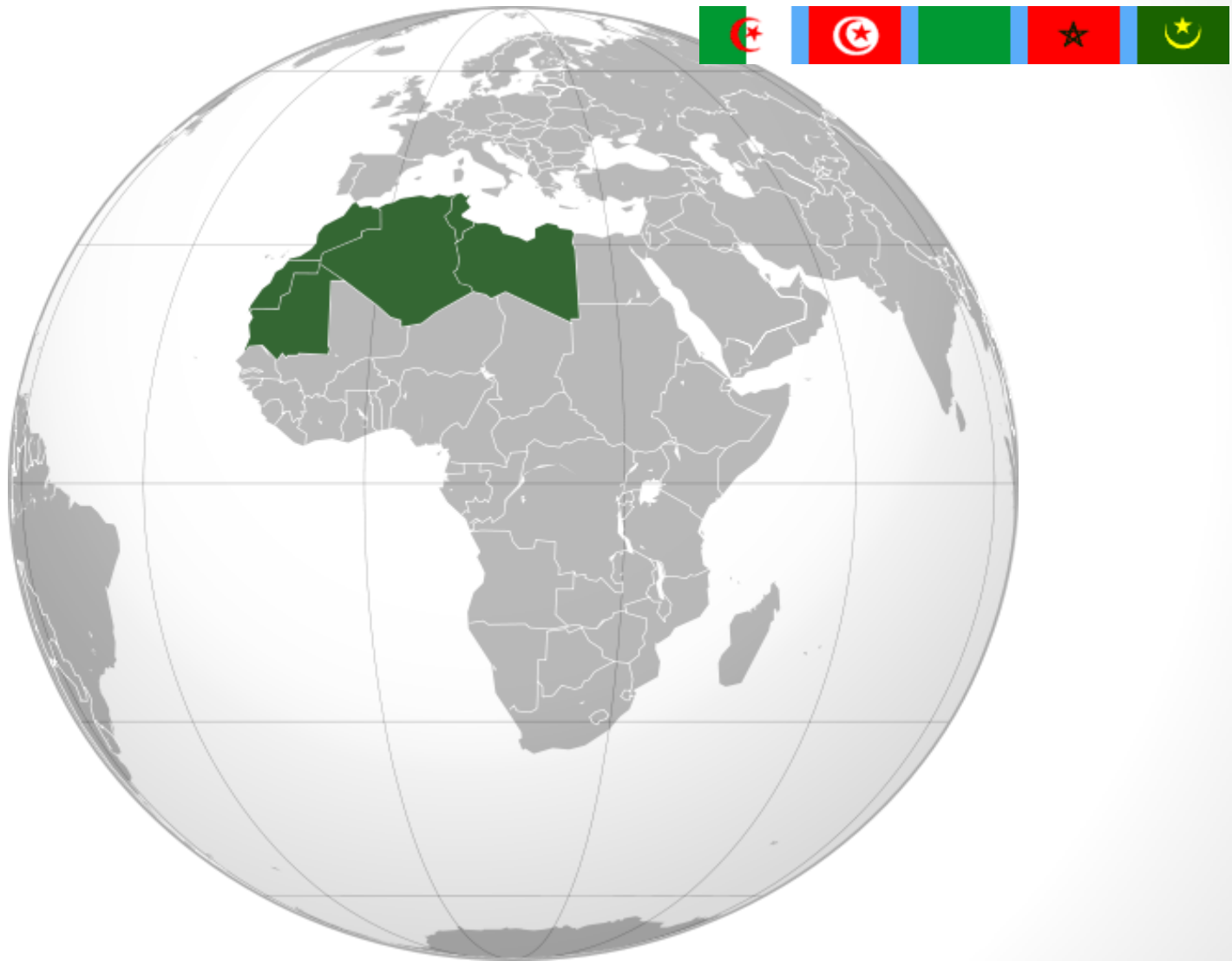
Here, I attached the different worksheets related with the project results.

# NORTHERN AFRICA

- **Magreb**
- **Sahara**
- **Sahel**



# MAGREB. Tamazgha. المغرب.



# INTRODUCTION

- **WHERE IS IT LOCATED?  
HOW MANY COUNTRIES ARE THERE?**
- The Maghreb is located in the northwest quadrant of the African continent, including the countries of Morocco, Algeria, Libya, Tunisia, and Mauritania.
- **WHICH ARE THE LIMITS OF THIS REGION?**
- The Maghreb region is limited by the Mediterranean Sea to the North, the Atlantic Ocean to the West and to the South with the Sahara desert. Most of the habitants are of Arabic and Imazighen origin.



# HISTORY, Antiquity

- **WHO WERE LIVE THERE?**

- The original population of this African zone was the **Imazighen**. They are known as Berbers, this name comes from the Latin term « Barbarus», foreigners.

- **WHO WERE THE FIRST CONQUISTADORS?**

- Phoenicians were the first people to establish trade routes with the Maghreb. They settled from Morocco to Libya. Phoenicians created their own currency and a writing system based o his own alphabet.

- Romans took the control of the zone after the Carthaginians defeat in the Punic Wars.

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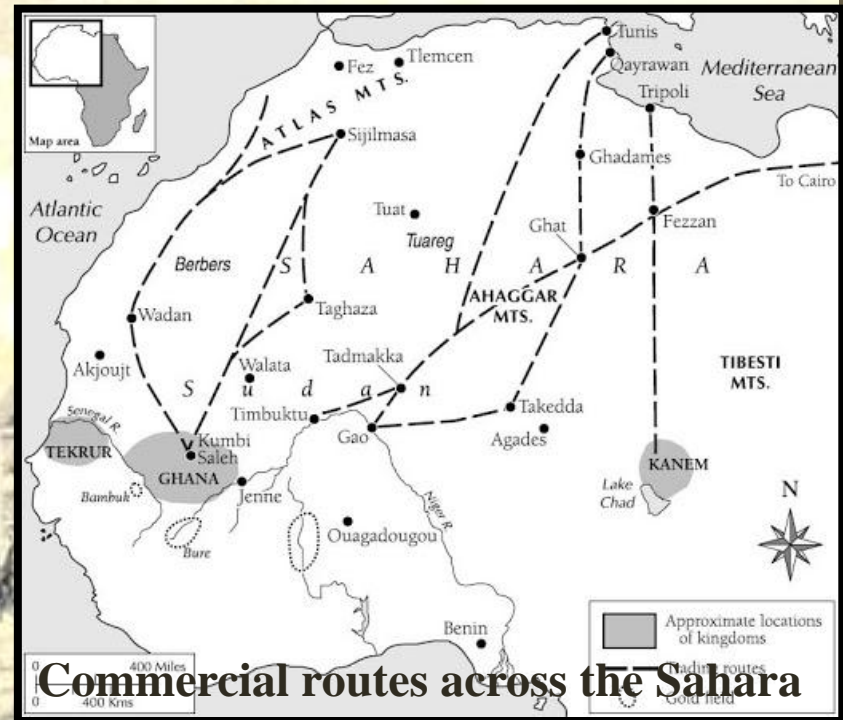
**Phoenician Alphabet**



**Roman Empire settlements in Northern Africa.**

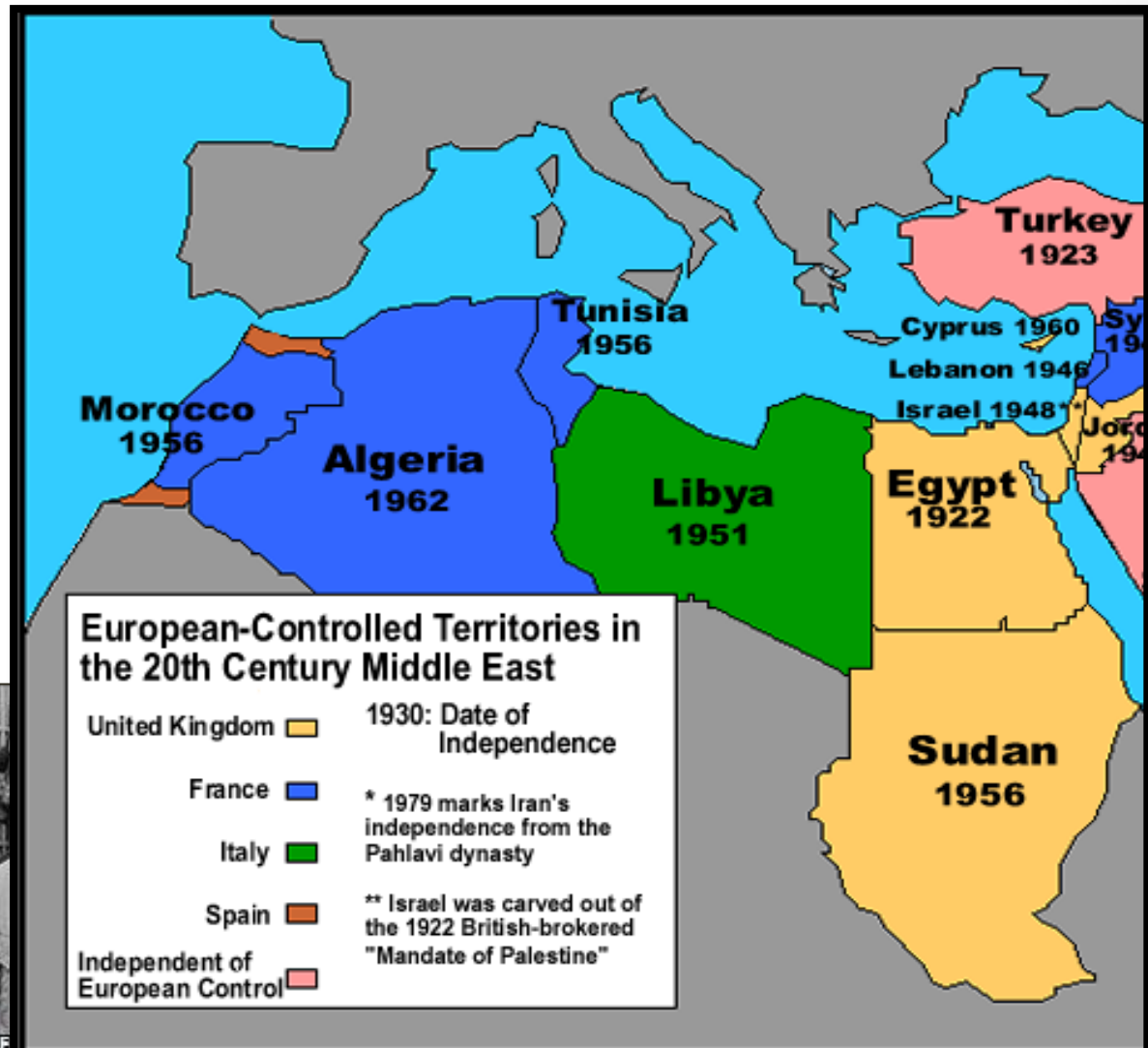
# HISTORY, Middle Ages

- **THE ARABS OCCUPATION.**
- Arabs occupied Maghreb in the 7<sup>th</sup> Century.
- Population converted to Islam and gradually Arabic became the language in the area.
- Arabs promoted trade routes across the Sahara.
- Gold, ivory and slaves were the most important products.



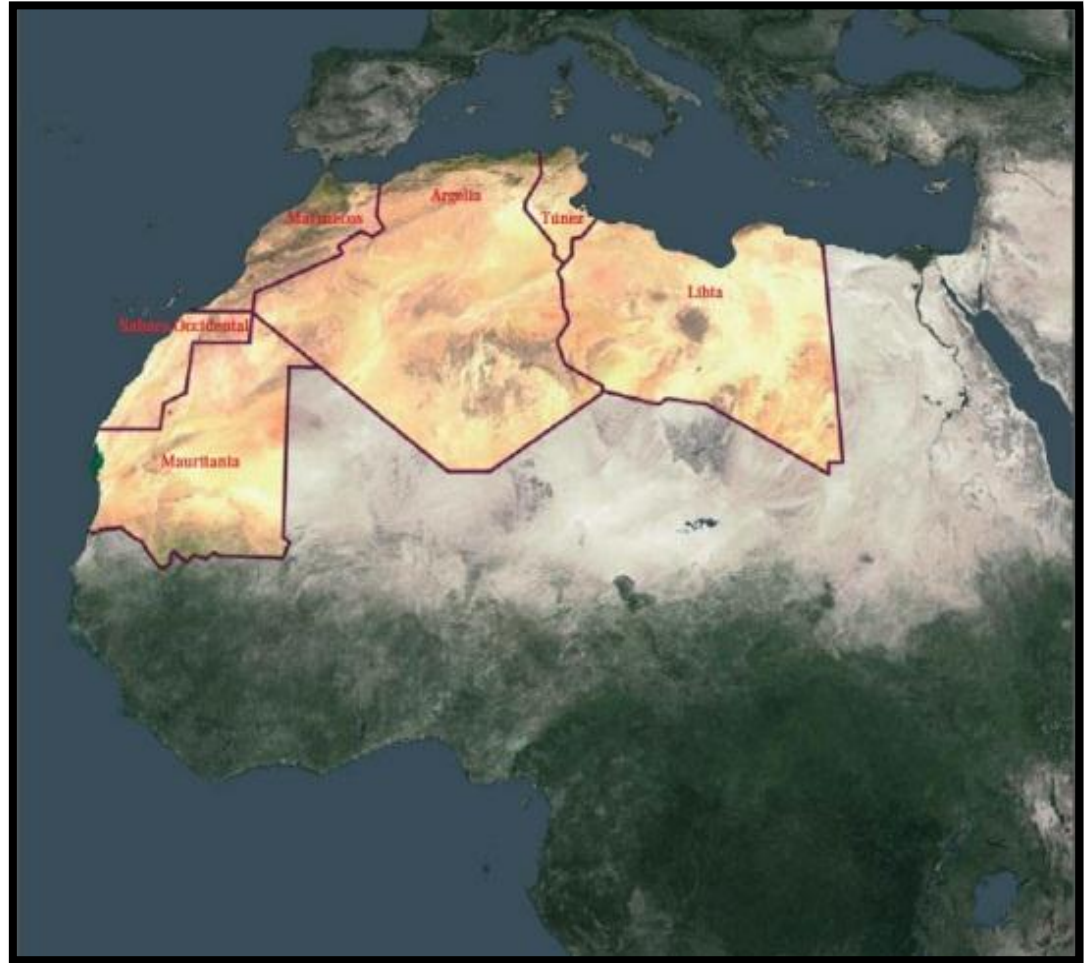
# HISTORY, Modern history

- **THE NEW DISTRIBUTION**
- During the **19th century**, the Maghreb was colonized by France, Spain and Italy. In the **20<sup>th</sup>** became independent.



# GEOGRAPHY

- **HOW IS THE MAGHREB TERRITORY?**
- **The physical geography of the Maghreb are determined of a very steep and arid terrain.**

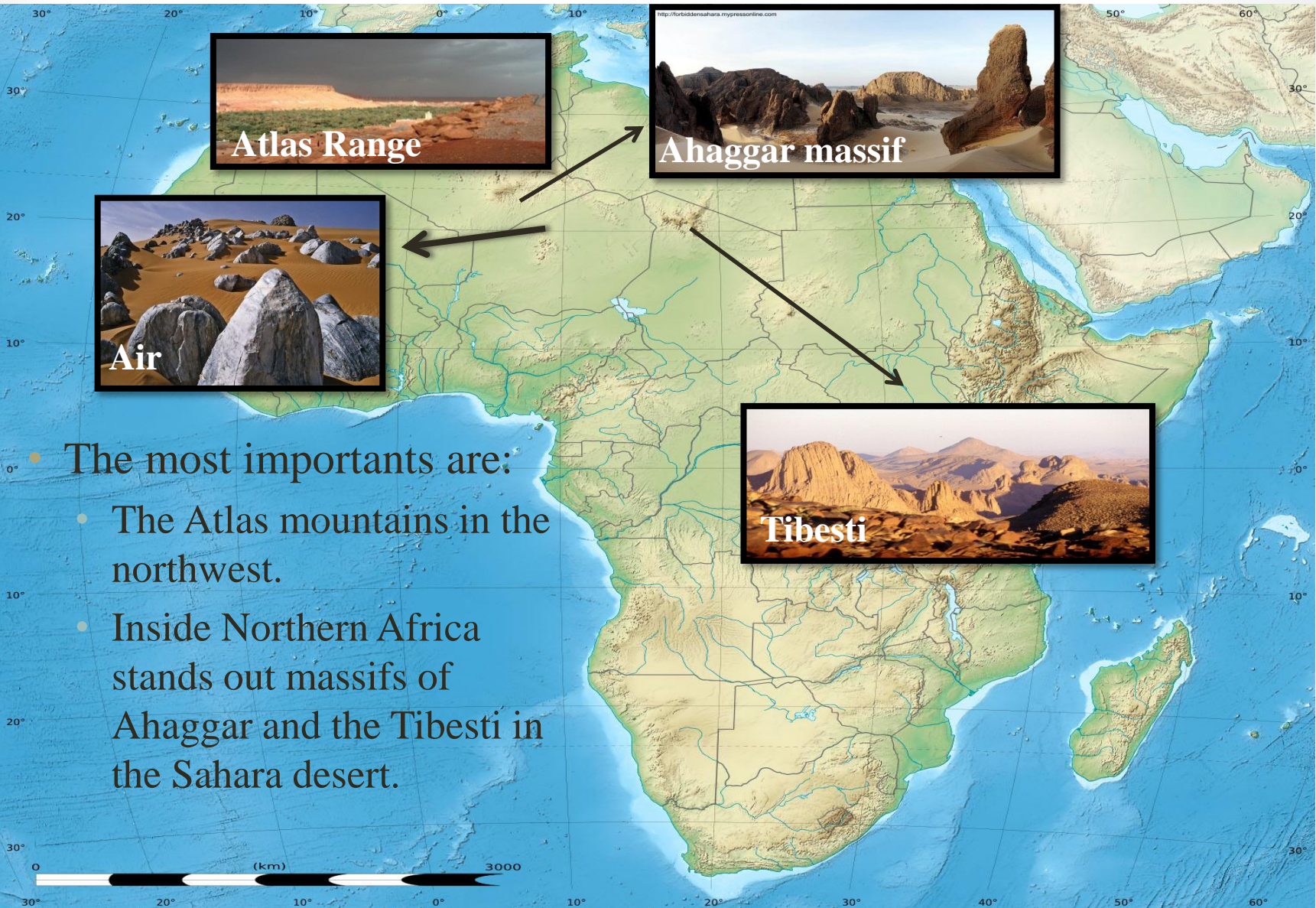




# COUNTRIES & CAPITALS

Flag	Country	Capital
	Morocco	Rabat
	Algeria	Argel
	Tunisia	Tunis
	Libya	Tripoli
	Mauritania	Nouakchott

# THE MAIN MOUNTAIN SYSTEMS



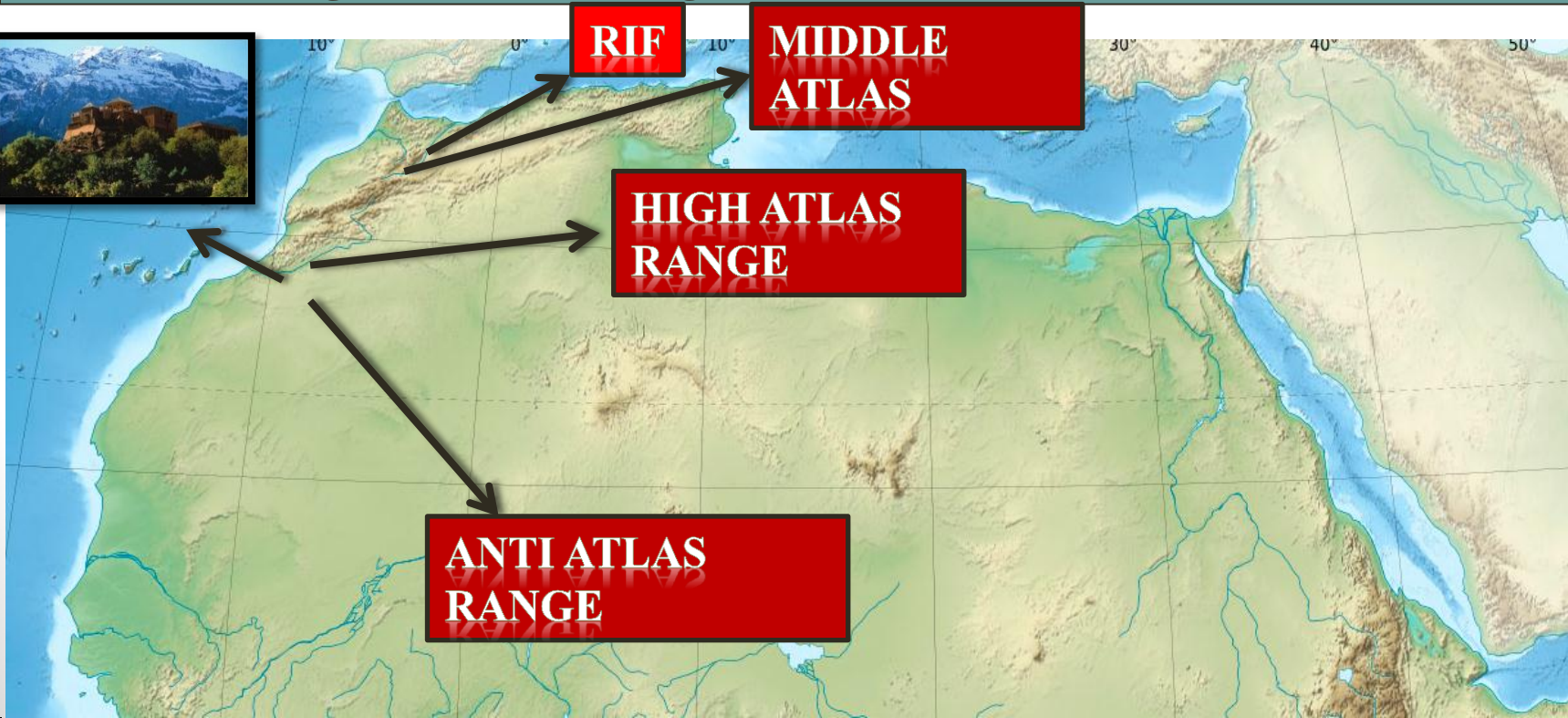
• The most important are:

- The Atlas mountains in the northwest.
- Inside Northern Africa stands out massifs of Ahaggar and the Tibesti in the Sahara desert.

# GEOGRAPHY

- **LANDFORMS**

- The Atlas Mountain since Morocco to Libya, crossing Algeria and Tunisia. It is determined for having a total length of 2400 km and a high altitude. The highest peak is the **Mount Toubkal** with an elevation of 4165m. This range can be divided in areas the **Rif**, the **Anti-Atlas**, the Middle Atlas and the **High Atlas**.
- The coastal slope is formed for great plains. On the deserted slope there is a semi-arid zone, stretching from Morocco to Algeria.

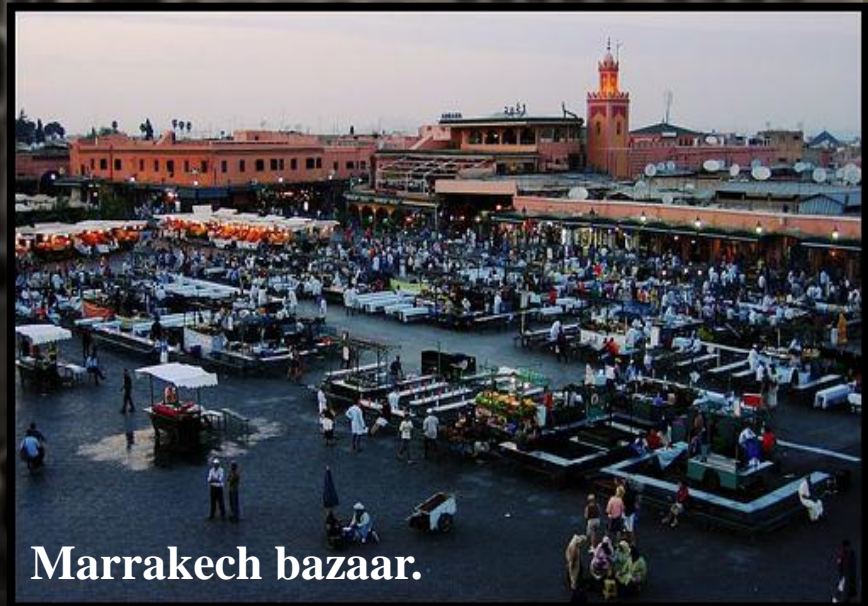


# POPULATION

- **HOW MANY PEOPLE LIVES IN THE MAGHREB?**
- **In the Maghreb area lives around 121 millions of habitants.**
- **THE POPULATION IS COMPOSED BY DIFFERENT ETHNIC GROUPS...**
- **This population is composed of Imazighen and Arab with sub-Saharan and European elements.**
- **The original population is the Imazighen people with an own language known as “Tamazight”. Ancient people dedicated to the agriculture and the shepherding.**  
**Later,**



Nuakchot Street



Marrakech bazaar.

# ARABS

- **WHERE THEY CAME FROM?**
- Arabs are native from the Arabian Peninsula and other surrounding territories.
- **WHAT DID THEY DO?**
- They came to the North Africa from the eight century,
- The Arabs extended their territories across the North Africa and imposed their own language, their religion and their own costumes.



**Tetuan Street**



**Marrakech**

# AMAZIGH

- Amazigh. « Free man»,
- **WHERE THEY CAME FROM?**
- This people is the original ethnic of North Africa, who have habited from Morocco to Egypt, at least 5000 years. They spoke the Berber language knowing as a «Tamazight». Their population is about 25 million.
- **WHAT ARE THEY RELIGION?**
- Their main religion is the Islam, although some Amazigh, believe in the presence of spirits ( Djinns).
- **LIFE**
- Traditionally divided between farmers and traders. The cultivation of the land was considered the work of the lower classes, while the upper classes are traders.
- They have got their own language the “Tamazight».



**Imazighen people.**

# TEDA



- **WHERE THEY LIVE?**
- Libya and Chad.
- **RELIGION**
- Muslims.
- **LIFE**
- They are farmers and shepherds, they life is a small houses built with mud and stones.
- Women often go armed with knives.

# SAHARA ZONE. الصحراء الكبرى,

## THE SAHARA DESERT

- **Sahara Desert** is the **largest hot desert in the world** with about 9,065,000km<sup>2</sup>. The desert covers most of North Africa. Sahara stretches from the Atlantic Ocean to the Red Sea. To the South is delimited by the Sahel.





# HISTORY

- **THE SAHARA WAS DRY...**
- The **desertification** of the Sahara Desert in the **first millennium** caused the isolation of this region.
- **HOW THEY MOVED?**
- The introduction of the **camel** was a revolution in the communications and the economic activity. The Western Sahara became the one of the most important trade routes.
- **THE ISLAMIC SETTLEMENT.**
- The Islam came to the Sahara zone in the **eighth century**, the original population was Imazighen, and they have to convert to the **Islam**.
- **THE EUROPEANS INVADES THE COUNTRIES...**
- In the **modern history**, France and Spain **conquests** the territories of Mauritania. Western Sahara. In the twenty century this territories were independent.

## **THE REALITY OF THE W. SAHARA.**

The Western Sahara is protectorate shared between Morocco and Mauritania. Nowadays Saharawi people claims for a self-determination process.



# GEOGRAPHY

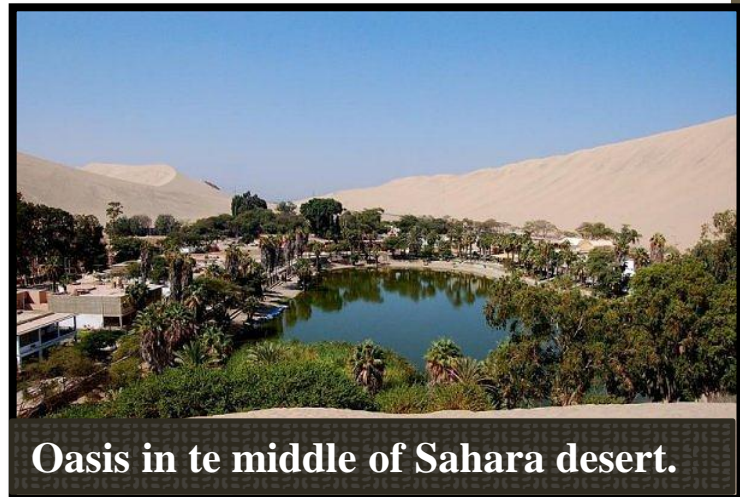
- **WHICH ARE THE LIMITS AND THE COUNTRIES INVOLVED IN THE SAHARA?**
- Sahara is limited to the **Atlantic Ocean** in the West, the **Atlas Mountains range** and the **Mediterranean Sea** in the North, to the East the **Red Sea** the valley of the **river Niger** and the **Sudan** region to the South.
- The Sahara covers the countries and zones of **Algeria, Chad, Egypt, Libya, Mauritania, Morocco, Niger, Tunisia and Sudan.**
  
- **THE ZONES OF THE SAHARA**
- Sahara can be divided in several zones, such as the **Western Sahara**, the central with the **Ahaggar and Tibesti Mountains** and the **Air Mountains** that is the region with desert mountains and the highest plateaus. The water is difficult to find. Only some aquifers and oasis.
- The highest peak is the **Emi Koussi** with 3.410 m.



City in te Sahara area



Sahara's population



Oasis in te middle of Sahara desert.

# CLIMATE AND POPULATION

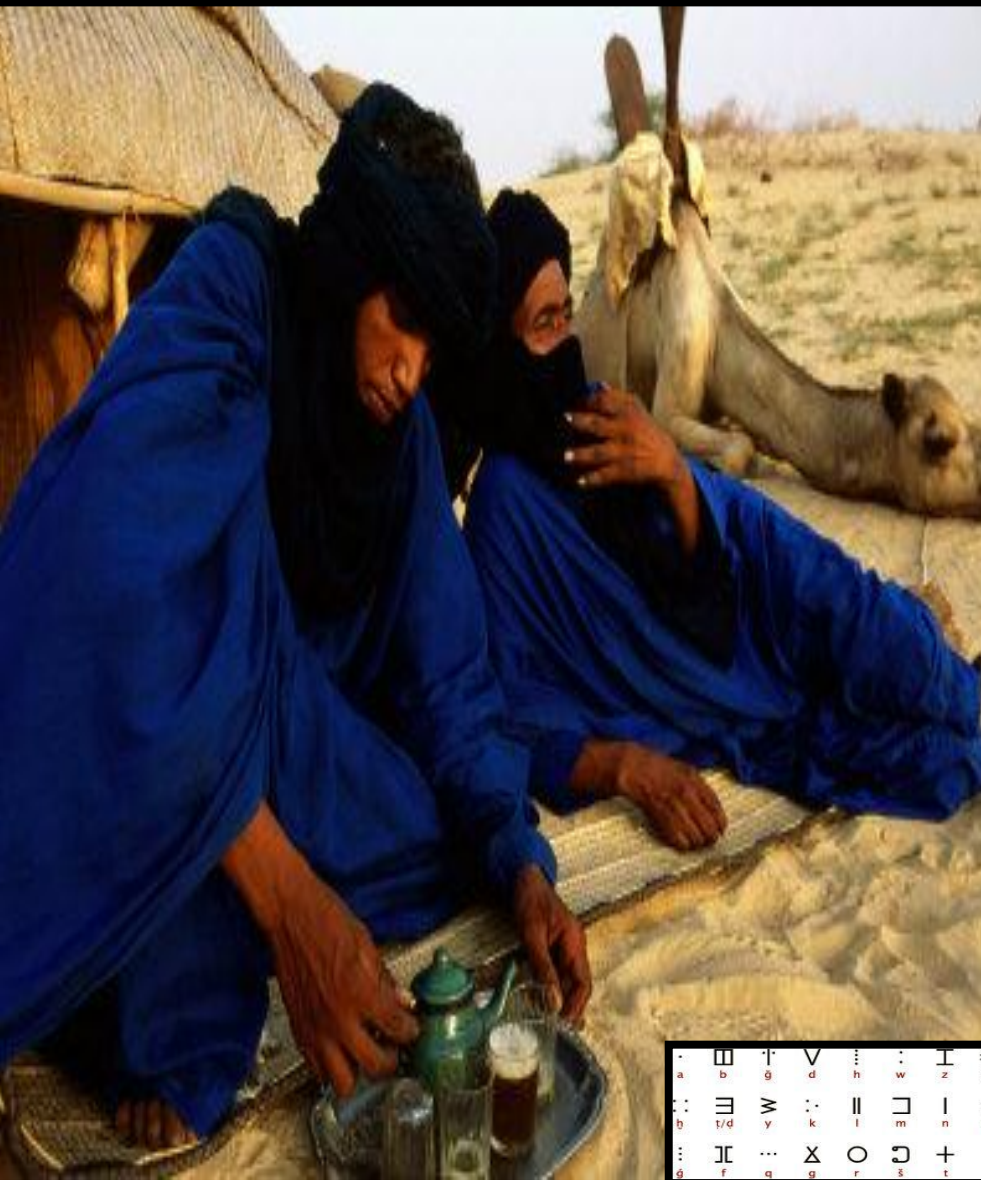
- **CLIMATE**

- The climate of the Sahara provinces is determined by a very low amount of precipitation.
- On the coast, temperatures range from 12 ° in January and 28 ° in July, in the inland between 6-8 ° and 40 °.
- In the hardest zones the temperature **can raise the 50 °**.

- **ARABS AND IMAZIGHEN THE MAIN SETTLERS.**
- The Sahara population is mostly Arab and Imazighen; there is also a small minority of Spanish and European. And a little group of black-skinned.



# TUAREG



- **WHERE ARE THEY FROM?**
- Algeria, Libya, Niger, Mali, Morocco, Burkina Faso.
- **WHAT ARE THEIR RELIGION?**
- They are muslims.
- **CURIOSITIES**
- They are the blue man of Sahara's desert, they are a nomad people who live in a big familiar groups. They are constantly moving in the desert.
- They have got the own writing the "Tifnagh".



# SAHEL. احل










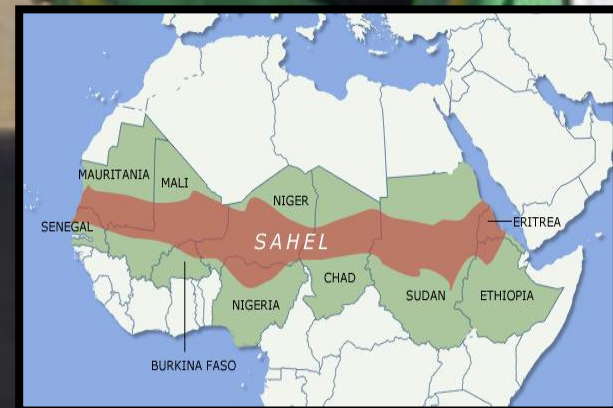
# GEOGRAPHY

- **THE COUNTRIES OF THE SAHEL.**
- The Sahel region comprises the Northern Senegal, Southern Mauritania, Mali, Southern Algeria, Niger, Chad, Southern Sudan and Eritrea through 10000 km from the Atlantic Ocean to the Red Sea.
- **WHAT ABOUT THE TOPOGRAPHY.**
- Sahel topography is mainly flat, with an altitude of no more than the 400m. There are several isolated plateaus and some mountain ranges.
- The Sahel is a semiarid region, which it extends across the width of Africa, but it is constantly changing with rainfall patterns.
- Temperatures are high.



# THE COUNTRIES & CAPITALS

Flag	Country	Capital
	Mauritania	Nouakchott
	Senegal	Dakar
	Mali	Bamako
	Niger	Niamey
	Nigeria	Abuya
	Sudan	Jartum
	Chad	Yamena



# POPULATION

- **HOW MANY PEOPLE LIVES IN THE SAHEL?**
- The habitants are from different places and origins. Their population is around the 50 million people, who are distributed in 8 countries.
- **WHAY DO THEY WORK?**
- Most of the people of Sahel work in the agriculture and the Shepherding.
- The economy of this area is based mainly on the livestock and the agriculture; there are many migrating and nomadic groups.



**Woman working**



**The agriculture in the Sahel**

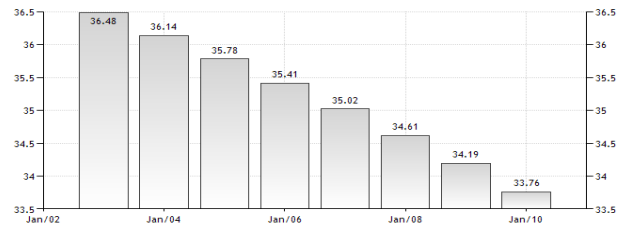


# ACTIVITIES

- This is a the Morocco's map. Look at the relief and the borders.



# ACTIVITIES



- Look for in the indicated web page the next rates of Mauritania and Spain in 1990 and 2012:
- Birth rate.
- Mortality rate.
- Population density rate.
- Literacy rate.
  
- Analyze the different year rates of the two countries.
- Can you see any differences?, what do you think about the birth rate? And the mortality rate?
- Why do you think that the literary rate of Spain is higher than the Mauritania's rate?
- <http://www.indexmundi.com/>

<b>RATES ACTIVITY</b>	
<b>NAME</b>	Knowing the rates
<b>DURATION</b>	1 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	<p>The activity will encourage the students autonomy. They will be able to search in a database through the Internet, specific data relating to countries in a determined year. Once the information was found, they will synthesize all that information, so they will have to understand the graph and extract information on the realization of the activities. Finally they will be able to understand because these data are in this way, therefore as well as their consequences. and to obtain a conclusion, which allows the student, to explain reasonably the differences in the data from both countries.</p>
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Worksheets</li> <li>• Computers</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	<p>Activity consists of three parts, the first of all is to find the information on a website that the teacher will provide to students. Once there, they have to find different rates such as birth, mortality, life expectancy and literacy rate in Spain and Mauritania in 1990 and 2012.</p> <p>When students have all the necessary information, they will proceed to the analysis of the data. This will have to have some previous knowledge about the graphs tables. In this second step, they will interpret the data, answering the questions. These questions are about the differences in data between one country and another, and the consequences of these.</p> <p>Finally the teacher will make to students to formulate their own conclusion. In this way students will be able to reason properly, why the differences are so remarkable.</p>
<b>CONCLUSION</b>	<p>This activity is intended that students know more about the different rates and their importance in geography science, understanding the differences and the consequences that other countries have in relation to our. This is to sensitize students to the reality of these countries through knowledge in a integrator way.</p>

# COUSCOUS



- The association of the people of the Maghreb in the neighborhood will explain during this session all about the couscous dish. From their history, preparation, the materials needed and customs at the time to eat.
- Couscous is traditionally made with semolina wheat. The milling process can be done with other cereal species, such as barley, millet, rice and corn kernels.

<https://www.youtube.com/watch?v=z83jsHJoqGg>

# COUSCOUS

## INGREDIENTS

Chicken	Leek
Courgette	Pumpkin
Semolina wheat	Green beans
Onion	Black pepper
Garlic	Salt
Carrot	Water
Tomato	Olive oil



<b>COUSCOUS ACTIVITY</b>	
<b>NAME</b>	A delicious meal
<b>DURATION</b>	2 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	<p>The objectives and aims of this activity is to help students to understand through the gastronomy the different cultures of these countries.</p> <p>This exercise will encourage the participation of the students in the explanation of this food and they are able to appreciate the different culture.</p>
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Ingredients to elaborate the couscous</li> <li>• Couscous recipient</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	<p>For the activity, students will receive the autochthonous people visit in the classroom. For example if there is any North African student in the class, he will be asked for a family member to explain a little about the couscous and elaboration in the school.</p> <p>In this session explain about the couscous, how is it elaborated and the needed materials to do. In addition to their history and traditions.</p> <p>In this way the students will participate in the preparation of this typical dish, and the ways to eating.</p>
<b>CONCLUSION</b>	<p>This activity is for students to understand and learn more about the dish in a way that they are participants in a different culture. This activity is very interesting to promote the relationship between the students with the pupils with different origin places, valuing the culture. These often have trouble with the language of the host country and their academic level is usually low, so that this activity can motivate them in some way and especially for hosts students see that they have other capabilities that they do not possess.</p>

# THE ARAB CLASS



- In class, a student from Morocco will explain about the Arabic language to students. He teaches the Arabic alphabet and he will write sentences on the whiteboard.

In this way students will realize that the lyrics are totally different from those we have in our alphabet, their placement and the form of writing.

- مجلس النواب لطيف جداً
- ويسمى أخوك روبن
- أنا حقاً أحب كرة القدم

ح	ج	ث	ت	ب	ا
ha	jim	tha	ta	ba	alif
س	ز	ر	ذ	د	خ
sin	za	ra	zal	dal	kha
ع	ظ	ط	ض	ص	ش
'ain	za	ta	dhad	sad	shin
م	ل	ك	ق	ف	غ
mim	lam	kaf	qaf	fa	ghain
ي	ء	ه	و	ن	
ya	hamzah	ha	waw	nun	

<b>LANGUAGE ACTIVITY</b>	
<b>NAME</b>	Knowing other languages
<b>DURATION</b>	1 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	<p>For this activity, as with that of couscous, it will try to bring a family member from the Maghreb to the class or any student who has knowledge of the Arabic language, for the session.</p> <p>He began teaching the alphabet with their translations in Spanish, so that students realize that the letters in that language are totally different from ours. Also the position in which they are placed and the mode of writing. Backwards to us.</p> <p>Students will be able to interact and participate in all the time, writing them on paper and doing all sorts of questions.</p>
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Worksheets</li> <li>• Computers</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	<p>For this activity, as with that of couscous, it will try to bring a family member from the Maghreb to the class or any student who has knowledge of the Arabic language, for the session.</p> <p>He began teaching the alphabet with their translations in Spanish, so that students realize that the letters in that language are totally different from ours. Also the position in which they are placed and the mode of writing. Backwards to us.</p> <p>Students will be able to interact and participate in all the time, writing them on paper and doing all sorts of questions</p>
<b>CONCLUSION</b>	<p>Students will learn more about the Arabic language, seeing that in different geographic locations there are other languages, quite different from ours.</p> <p>Also in this activity, students will see that foreign students have other capabilities, such as in this case, they speak other languages. Foreign students can get to speak three or more languages. So it is a very important activity for the integration of foreign students.</p>



# THE NUMBERS

- The numbers that we write are formed by algorithms, (1,2,3...). That is called Arabic algorithms. Arabs popularized this algorithms, but their origin date back to the Phoenicians. Numbers were used to count the commercial accounting.

0	•	<i>sifr</i>
1	—	<i>wahid</i>
2	— —	<i>itneen/tinteen</i>
3	— — —	<i>talata</i>
4	— — — —	<i>arba'a</i>
5	— — — — —	<i>khamisa</i>
6	— — — — — —	<i>sitta</i>
7	— — — — — — —	<i>saba'a</i>
8	— — — — — — — —	<i>tamanya</i>
9	— — — — — — — — —	<i>tisa'a</i>
10	— — — — — — — — — —	<i>ashara</i>

<b>NUMBERS ACTIVITY</b>	
<b>NAME</b>	The origin of the numbers
<b>DURATION</b>	1 hour
<b>N° STUDENTS</b>	24
<b>AIMS</b>	This activity is aimed, that the students understand where they come from numbers, because they have this look and because each number is equal to an specific amount, realizing that today still continue using these numbers with the same millenary method .
<b>SPACE</b>	Classroom
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Digital blackboard</li> <li>• Worksheets</li> </ul>
<b>EXPLANATION OF THE SESSION</b>	This activity is to provide students with a series of worksheets that contain the first numbers of humanity and to observe the form and compare with the currents.
<b>CONCLUSION</b>	In this way with this activity, they will realize that the numbers they use come from another country and to understand that there has been a mix of cultures. The cultures are very important in our lives, because if we join, we can create great things in the search of a better world.