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Africa [9th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Africa

Grade Level: 9th Grade

Subject/Topic Area(s): World Geography

Designed By: Kate Empson

Time Frame: Six class periods: Twelve days on block scheduling

School District: NEISD

School: Johnson High School

School Address and Phone: 23203 Bulverde, San Antonio, TX 78261

OVERVIEW & STATUS

Brief Summary of Unit:

Students will focus on colonialism in Africa. The focus will be on natural resources and the geographic location of Africa and how these two factors led to European colonization of Africa. The unit will then move on to explain how the colonization and exploitation of Africa led to the cycle of poverty in which Africa is currently embedded.

Students will use their knowledge of Africa to participate in a simulation. Students will be assigned a specific country in Africa to research. Students will also research the United Nations Millennium Development Goals and determine how these goals have affected Africa.

Unit: Africa
Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

- Humans act in their own self-interest
 - Root cause of colonialism and the after-effects – genocide, apartheid, etc....
- Colonialism and slavery interfered with the natural development process in Africa
 - Set arbitrary boundaries based on European choices NOT natural or cultural boundaries
- Africa's natural resources made it a target for colonial exploitation.
 - Gold, diamonds, oil, slaves
 - Geographic placement on the globe made it easily accessible to Americas and Europe
- Poverty is a cycle perpetuated by a lack of resources, both natural and human
 - Poor education, few natural resources, little water - desertification, etc...

Essential Questions

- How does our past affect our present?
 - Berlin Conference and carving up of Africa
- Does man shape nature or does nature shape man?
 - How does location of resources shape settlement, colonization, etc...?
- What can people do to stop the cycle of poverty?
 - How do people help to perpetuate a cycle of peace and prosperity rather than poverty?
 - Who is responsible for the long-term effects of colonialism?
 - Who is responsible? Society or individuals?

Knowledge (TEKS)

Students will know...

- How to use geographic terminology correctly
- The economic importance of, and issues related to, the location and management of key natural resources.

Skills (TEKS)

Students will be able to...

- Explain the processes that have caused cities to grow such as location along transportation routes, availability of resources that have attracted settlers and economic activities, and continued access to other cities and resources.
- Map the locations of different types of economic activities;
- Identify factors affecting the location of different types of economic activities; and
- Describe trends in past world population growth and distribution
- Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Stage 2: Assessment Evidence

Performance Task:

- Students will research a specific country in Africa and find out the issues affecting their country.
- Students will brainstorm and figure out how these issues might be connected to historical or present-day colonialism.
- Students will complete a T-Chart comparing the pros and cons of either government or corporate (neo)colonialism. Incorporating historical information about colonialism students will decide how issues in their country could be solved and whether or not they want the support of other countries in order to achieve their goals.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Online Reading Quizzes: Chapters 21-24
- Quick Quiz
 - List at least three things you learned from Chapter _____.
- Academic Prompt/Exit Slip
 - Why is it important that we understand poverty? How does poverty affects the world around us?

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- *Mean Girls* Africa clip
- *Hotel Rwanda*
 - Introductory discussion, watch video, conclusion discussion
- Vocabulary windowpane
 - Subsistence agriculture, barter, segregation, apartheid, sanction, enclave, landlocked, mercenary, refugee, coup, World Bank, shifting agriculture, malnutrition
 - [Africa flyswatter game](#) – game board projected on screen, students are in two teams, teacher reads definition of word and students identify the word by hitting it with a flyswatter
- Africa map labeling
 - Label all countries, oceans, regions
- Africa [power point notes](#) – email kemps@neisd.net if this hyperlink does not work
- Foldable comparing resources
 - How do the resources of a place predict the settling of that area?
- Scramble for Africa game
- Effects of colonialism web brain storm
 - Apartheid, genocide, disease, education
 - Exit Slip: Compare European vs. African perspectives about colonialism
- Venn Diagram: Compare poverty in America vs. poverty in Africa (similarities and differences)
 - Cultural, social, economic affects
- Think, Pair, Share activity/warm-up: What are ways in which outsiders can change Africa?
 - Political (UN), economic (sanctions), social (World Cup)
- T-Chart: Pros and Cons of historical or present-day colonialism
 - Do you want help from colonial powers?
- Modified notes for co-teach and special education students with “copy of teacher notes” modification

Africa: Give a Man a Fish

Day 1:

- Introduce Africa unit
- Humans act in their own self-interest
 - *Mean Girls* clip
 - KWL Africa
 - Quote: Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. – unknown author
 - What does this quote mean? Can you think of a situation in your life in which you wish someone had taught you to do something rather than done it for you?
 - Discussion question: Has there ever been a time that someone did something for you, but you wished they had taught you how to do it? Why? Does it really help people to take care of them without teaching them how to take care of themselves?
 - Example: Kids leaving for college
 - Vocabulary windowpane: Four words per sheet of paper
 - Subsistence agriculture, barter, segregation, apartheid, sanction, enclave, landlocked, mercenary, refugee, coup, World Bank, shifting agriculture, malnutrition
 - Start in class and finish as homework: Label Africa maps

Day 2:

- Colonialism
- Africa's natural resources made it a target for colonial exploitation.
- Colonialism and slavery interfered with the natural development process in Africa
- Does man shape nature or does nature shape man?
- How does our past affect our present?
 - Why did Europeans go to Africa? – Think, Pair, Share
 - Web diagram – Write colonialism in the center bubble of your diagram and then list anything that you think might have been caused by colonialism in Africa
 - Compare resources of various portions of Africa to the European settlement/colonization of areas
 - Are there patterns linking these two factors?
 - Africa map game
 - Divide students into groups. Each group receives one transparency and seven paper maps. Each student claims territory for their country and then various countries fight over any overlapping territories.
 - After carving Africa, give students another map to lie under their transparency labeling resources. Whichever country has the most resources wins.
 - Think, Pair, Share: How does colonialism exist in the world today?
 - Exit slip: Write a diary entry from either the perspective of a European colonizer or an African citizen describing the carving up of Africa. At least four sentences.

Day 3:

- Poverty
- Poverty is a cycle perpetuated by a lack of resources, both natural and human
- What can people do to stop the cycle of poverty?
 - The game last class demonstrated how Africa was carved up. How might this lead to poverty and internal conflicts among people groups?
 - What is it like to live on less than \$1 a day?
 - www.worldbank.org/poverty
 - Students will use individual computers and the world bank webpage to research poverty and its affects; special focus on overview page and connections to the Millennium Development Goals
- Start Africa power point notes

Day 4:

- *Hotel Rwanda* Introductory Discussion
- Begin watching *Hotel Rwanda*

Day 5:

- Finish *Hotel Rwanda*
- *Hotel Rwanda* Closing Discussion

Day 6:

- Jigsaw articles about corporate colonialism and colonialism in our world today
- T-Chart comparing pros and cons
- Final write-up: Do you want colonial help?

Definition of word

Picture of word

Vocabulary Word

Definition in your own words

Synonyms

Name: _____

Period: _____

Africa Map Activity

Label all countries.

Label the Sahara Desert, Nile River, Congo River, Strait of Gibraltar, Indian Ocean, and Atlantic Ocean.

On a separate sheet of paper list all countries and their capitols.



Scramble for Africa Instructions

The battle for territories in Africa was chaotic. Seven major European powers, Britain, France, Germany, Italy, Portugal, Spain, and the Netherlands (Dutch) fought for territory. This game will demonstrate to you the chaos of colonialism in Africa.

Materials:

Maps – one transparency and seven paper maps (one per country)

Transparency markers

Bag of countries

Dice

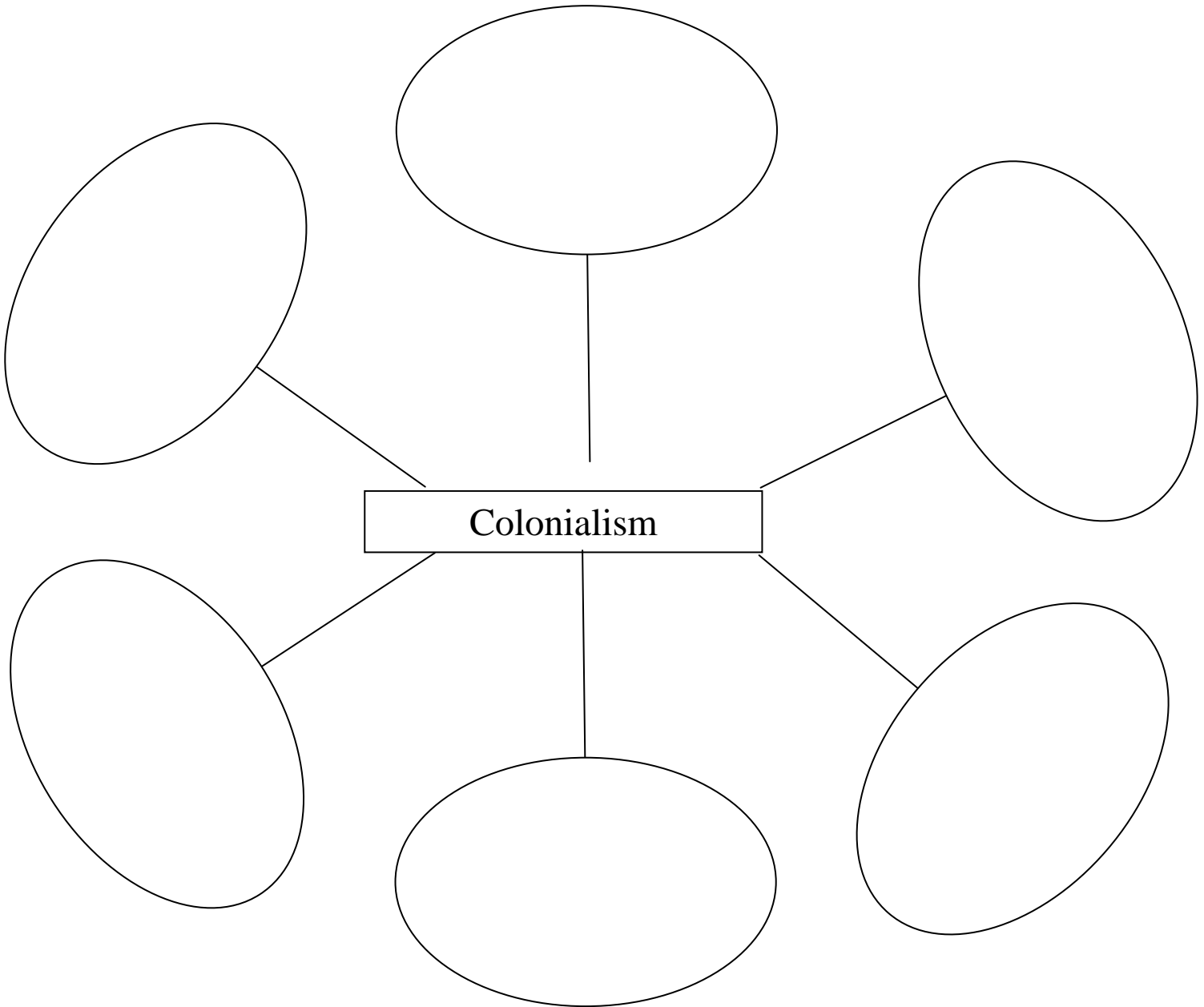
1. Students will be placed in teams of seven
2. Each student will randomly pick a name of a country from their bag
 - a. This is the country that the student will represent for the remainder of the game
 1. Britain, Dutch, France, Germany, Italy, Portugal, Spain
3. Each country then chooses their territory
 - a. Your territory may be any size
 - b. Each country will overlay the transparency over their paper map and outline their area.
 - i. Choose a pattern to shade the area – stripes, dots, stars, etc....
4. Any overlapping areas must be fought for and won
 - a. Each player that wants the territory gets to roll one die
 - b. Whoever has the highest die roll wins that territory
 - c. Make sure that territory is clearly marked!!!
5. After all territories have been won, raise your hand and get the teacher's attention to decide the winner of the game

TEACHER'S EYES ONLY!

After the students finish the game take a map with all resources labeled over to each group. The students lay this map under their transparency. The group with the most resources NOT the most territory wins the game.

Name: _____ Period: _____

Colonialism Brainstorming Activity



Name: _____

Period: _____

Use the following web pages to research poverty and its impact on Africa.

www.worldbank.org/poverty

1. Describe poverty in your own words.

2. What is the minimum level of income for basic needs to be met called?

3. How many people live on less than \$1 per day? _____

4. How many people live on less than \$2 per day? _____

5. Where has poverty shrunk in the past 20 years? _____

6. Why do YOU THINK poverty shrank in this area?

7. Where has poverty grown in the past 20 years? _____

8. Why do YOU THINK poverty grew in this area? _____

Write the Millennium Development Goals in YOUR OWN WORDS!

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. What is a developing country? _____

10. What can developing countries do to help achieve the MDG's? _____

11. What is a developed country? _____

12. What can developed countries do to help achieve the MDG's? _____

Hotel Rwanda – Introductory Discussion from:

http://www.amnestyusa.org/education/pdf/rwanda_brochuredivided.pdf

Ask students to divide into pairs and have the students discuss the following personal experiences:

- Recall a time they witnessed an injustice. Invite each student to share a story within the pair.
- Did you consider intervening to stop the injustice while it was happening?
- What influenced your decision for action or inaction?
- What did you feel as you witnessed the injustice?
- Put yourself in the victim's place, how would you want the witnesses or bystander to respond?

Hotel Rwanda – Closing Discussion from:

http://www.amnestyusa.org/education/pdf/rwanda_brochuredivided.pdf

1. Identify the international community mentioned in the film, including the United Nations, United States, Belgium, France, humanitarian/human rights organizations (for example: The Red Cross), and the Hutus and Tutsis.

2. Divide the students into six groups, identifying themselves as a sector of the “international community” mentioned above (the United Nations, the United States, Belgium, etc.). Have the students analyze their group's position before and during the violent conflict. Students should discuss key questions in their small groups such as:

- List at least two examples from the film about each of the constituent groups.
- How did your group's interests affect your actions/inactions?
- What influence did your group have during the conflict?
- What is the nature and limit of responsibility of each group? Support your personal view with evidence from the film and/or from your own knowledge of current events.

CLOSE:

3. After the groups have had 15-20 minutes to talk, reconvene the class as a whole to give students an opportunity to share their ideas and thoughts from the smaller groups.

- Discuss each of your roles within the international community.
- What kind of force would be needed to stop the genocide?
- Discuss the failure of each group to respond. How was the response portrayed in the film?
 - At what points could someone have intervened and possibly changed the history of the genocide?

Jigsaw Instructions

1. Break kids into groups of five or six. Assign each student a number within the group. Pre-assign groups if necessary.
2. Each group is responsible for learning about a specific part of the information to be learned. They will learn as much as they can in as great of detail as they can in the allotted time.
3. Each group will determine what is to be shared with the rest of the class, keeping in mind the learning goals.
4. The teacher will designate areas in the room where the ones will meet, the two's will meet, etc.
5. Students go to the area where their numbers are assigned.
6. Each student shares with his/her new group what the original group researched.
7. Each student should now possess all the same information as the other students.



Press Releases

Analysis examines the impact of colonialism on Africa's modern-day problems

In a new five part series of the BBC World Service's **Analysis**, from Monday 4 July, Nigerian writer **Biyi Bandele** - now based in London - examines the extent of colonialism's impact on Africa's modern-day problems.

Biyi says: "You can't overestimate the impact of colonialism and how much it damaged the continent, but is it now being used as an excuse by some voices in Africa?"

"Can African leaders really go on blaming the past for the challenges and problems which now confront them?"

Ugandan radio journalist, **Andrew Mwenda**, gives his thoughts on aid for Africa on Tuesday 5 July. Andrew takes a hard line on debt relief, something he often discusses on his controversial nightly radio show on Monitor FM.

Andrew says: "Aid relief is undermining the ability of Africans to stand on their own feet - and, more importantly, breaks the link between Governments and their people.

"Because Uganda's Government has always been able to rely on donors for aid (even the chairs in the Parliament building are donated by Denmark), it hasn't bothered to establish a decent tax collection service, so accountability between government and governed is compromised.

"Aid and debt relief are fostering a culture of irresponsibility by encouraging bad economic behaviour".

On Wednesday 6 July, former South African mercenary **Cobus Claasens**, now living in Freetown, Sierra Leone, discusses conflict on the continent.

Cobus spent 13 years in the South African defence forces under Apartheid, fighting in Angola and Namibia.

He then became a mercenary for the now-defunct mercenary firm, Executive Outcomes, and went to Sierra Leone. He reflects on what he saw and did there, and examines the reasons why Africa seems ridden with conflict.

He celebrates the success of his own country in coming back from the brink, but mourns the fact that few other African nations seem able to follow South Africa's example.

Rafael Marques, a political activist in Angola with the George Soros Foundation, examines good governance in Africa on Thursday 7 July. He is also a tribal leader, but has no confidence in the tribal leadership system.

Rafael feels that it has become corrupted, like many other forms of Government in Africa.

He says: "The indigenous traditions are not promoting good governance - that will only be found by importing and imposing an 'alien' model Western democracy".

On Friday 8 July, writer **Veronique Tadjo** from the Ivory Coast, now based in South Africa, examines whether Africa's problems can be solved by Africans themselves or if outside help is needed.

Veronique talks about Africa's role models and discovers what influence they have over the continent's problems.

She says: "Is what divides Africa more important than what unites it? Where are the visionaries, the Jean Monets of Africa, who'll build the political infrastructures that will help the continent follow Europe in putting bloodshed and conflict behind them?"

Neocolonialism: the economic and political policies by which a great power indirectly maintains or extends its influence over other areas or people

http://www.bambooweb.com/articles/c/o/Corporate_colonialism.html

Corporate colonialism relates to the involvement of corporate bodies in the practice of colonialism or imperialism.

Economic incentives to colonies have long existed, and the structures and methods of state colonialism have not always prevailed. In many cases the Victorian dictum that *trade follows the flag* has played out in reverse form.

The Viking appropriation and settlement of areas such as Varangian Rus' may appear to modern eyes as colonization at the behest of small bodies of freebooters: a takeover by the crew of a trading ship rather than an exercise in statecraft.

Later in the Middle Ages, the Hansa controlled a colonial empire dotted around the shores of the Baltic and the North Seas. Its trade-based structure and its insignificant-in-area holdings belied its influence.

In the merchant adventurers clubbed together to profit. Some of them gained theoretical monopolies from nascent states. While the Muscovy Company and the Levant Company in Elizabethan England failed to parlay their charters into colonial empires, the British East India Company and the Hudson's Bay Company succeeded spectacularly in acquiring vast wealth and territories, taking over the government of India and of much of Canada over the centuries. The Dutch East India Company and the French East India Company rivaled them in scope and profit in an age before their holdings underwent nationalization.

Colonization with an emphasis on settlement also often took on a corporate tinge. In North America the Virginia Companies, the Massachusetts Bay Company and its predecessors exemplify the process; the two New Zealand Companies played a major role in setting up New Zealand.

While state colonialism predominated in the later 19th century, a return to corporate foreign activity did occur. German colonies in Togoland, Samoa, South-West Africa and New Guinea had corporate commercial roots, while the equivalent German-dominated areas in East Africa and China owed more to political motives.

The twentieth century saw the era of the banana republics, whereby corporations such as United Fruit dominated the economies and sometime the politics of parts of Latin America. Oil companies such as BP and Royal Dutch/Shell held sway in "key" areas such as parts of Iran and of Nigeria, despite the preservation of fictional independence. The activities of Haliburton in 21st century Iraq may compare with this pattern.

Various degrees of inter-relationship may pertain between corporate colonizers and their home governments. The protection of trade, the interests of monopoly and mercantilism, and the role of plausible deniability may all play roles. National defense, cultural outreach and the British South Africa Company (Rhodesia)

Name: _____

Period: _____

Inter-Africa Solutions

Things that can be done by
people who live in Africa

Intra-Africa solutions

Things that can be done by
people who live outside of Africa

Ways that Africa and
other countries can
work together

Name: _____

Period: _____

Colonialism Analysis

Country: _____

Continent: _____

Type of government: _____

Leader: _____

Colonizing power: _____

What year was this country colonized? _____

Why was this country colonized (resources, land, etc...)? _____

| Pros of Colonialism – Min. 3 pros per box | Cons of Colonialism – Min. 3 cons per box |
|---|---|
| <div data-bbox="397 919 568 972" style="border: 1px solid black; padding: 2px; margin: 0 auto; width: fit-content;">Historical</div> | <div data-bbox="1042 919 1213 972" style="border: 1px solid black; padding: 2px; margin: 0 auto; width: fit-content;">Historical</div> |
| <div data-bbox="391 1348 612 1400" style="border: 1px solid black; padding: 2px; margin: 0 auto; width: fit-content;">Present-Day</div> | <div data-bbox="1042 1348 1245 1400" style="border: 1px solid black; padding: 2px; margin: 0 auto; width: fit-content;">Present-Day</div> |

Express your opinion regarding colonialism in your country. Support your answer with textual evidence. Needs to be at least three paragraphs: introduction, body, conclusion.

Below I am posting my power point slides for this unit. For the original powerpoint email me at kempso@neisd.net.

Africa:

Give a Man a Fish



Has there ever been a time when someone did something for you, but you wanted to do it yourself?

How did this make you feel?

Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime. –

unknown author

Colonialism

The Berlin Conference

- Divide Africa among European countries
 - Britain, Spain, Netherlands, Italy, France, Belgium, Germany
- Divisions NOT based on culture or natural boundaries



The Berlin Conference

- Divide Africa among European countries
 - Britain, Spain, Netherlands, Italy, France, Belgium, Germany
- Divisions NOT based on culture or natural boundaries

Colonialism Web Brainstorm

- Fill in your web brainstorming chart with things that you think MIGHT have been caused by European colonization of Africa.
- There are NO wrong answers!

Effects of Colonialism

- Poverty due to loss of resources
 - This is the root of all other issues
- Fighting between various groups
 - Over land, power, resources
 - Eventually leads to genocide
- Apartheid in South Africa
- New diseases
- Lack of education for natives

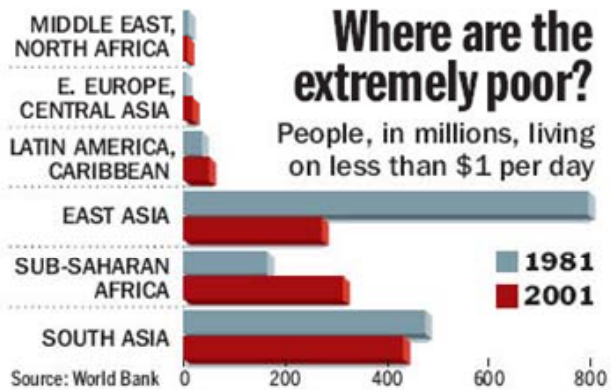
Discussion Questions

- Why did Europeans go to Africa?
- Was colonialism in Africa a good or bad thing for Africans?
- Was colonialism in Africa a good or bad thing for Europeans?

Poverty is cyclical

- In order to get out of poverty you must have resources, but to sell resources countries often become exploited

Poverty



Genocide and Civil War

Discussion Questions

- What issues occur because of poverty?
- What can the people of Africa do to alleviate poverty?
- What can the people of other countries do to help alleviate poverty in Africa?

Major genocides in Africa

- Sierra Leone
 - Blood Diamonds
 - Children mutilated
- Darfur
 - Sudan
 - Present-day
- Rwanda
 - Fighting between Hutu and Tutsi – ethnic groups
 - April – July 1994 – 800,000 killed

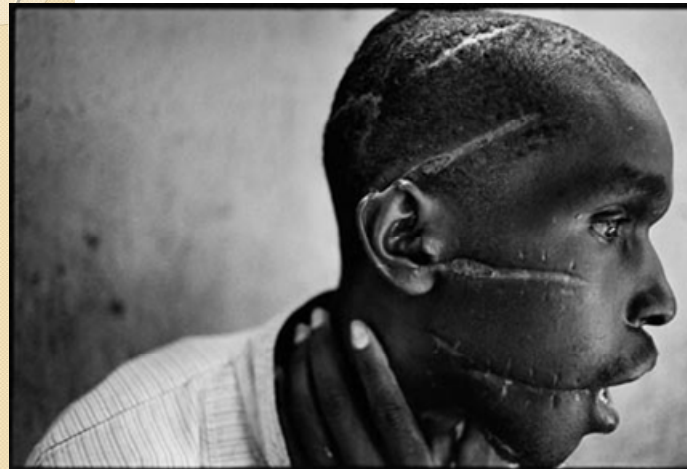
Sierra Leone



Darfur



Rwanda



Discussion Questions

- Why are people killing one another?
- Why has there been so much conflict in Africa in recent years?
- Why does genocide occur?

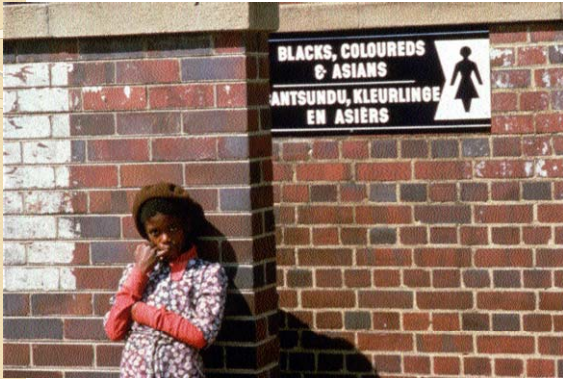
Apartheid

Institutionalized Racism

| Apartheid and the People of South Africa | | |
|---|-----------------|----------------|
| | Black | White |
| Population | 19 million | 4.5 million |
| Land Allocation | 13 percent | 87 percent |
| Share of National Income | < 20 percent | 79 percent |
| Ratio of average earnings | 1 | 14 |
| Minimum taxable income | 300 rands | 750 rands |
| Doctors/population | 1/14,000 | 1/100 |
| Infant mortality rate | 200 (per 1,000) | 12 (per 1,000) |
| Annual expenditure on education per pupil | 145 | 8000 |
| Teacher/pupil ratio | 1/100 | 1/22 |

Figure 1: Disproportionate Treatment since 1976. Source: [author]





End of Apartheid



Discussion Questions

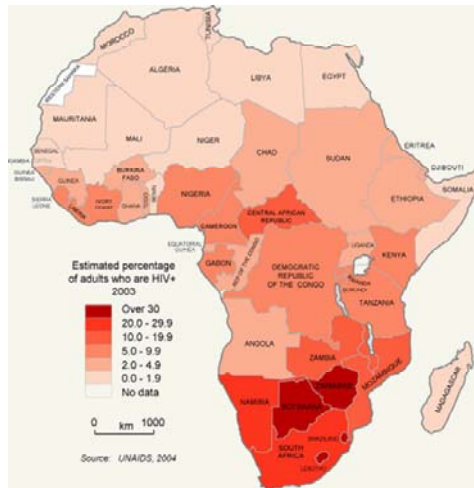
- How was apartheid similar to or different from segregation in the United States?
 - List at least three similarities and three differences
- What did the people of South Africa do to bring an end to apartheid?

HIVS/AIDS

AIDS in Africa

www.worldbank.org

| Region | People living with HIV | People newly infected with HIV | Deaths due to HIV | Number of orphans |
|-----------------------|------------------------|--------------------------------|-------------------|-------------------|
| Sub-Saharan Africa | 22.5 million | 1.7 million | 1.6 million | 11.4 million |
| World | 33.2 million | 2.5 million | 2.1 million | |
| Africa's TOTAL Burden | 68% | 68% | 76% | |



- 61% of people infected with AIDS/HIV in Africa are women
- Why are more women than men infected with AIDS?



Discussion Question

- How is the rapid (fast) spread of a disease related to poverty?

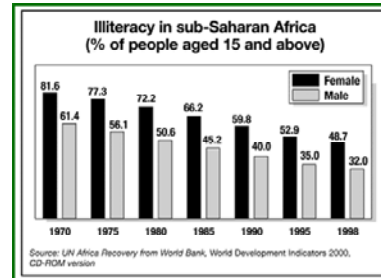
Education

- Few supplies
- Few teachers



Education

- No mandatory education!
- What is illiteracy?



Discussion Question

- Why is it important to have a good education system?
- Why do some countries have poor education systems?

Unit Seven: Africa

Chapter 21: North Africa

Section 1: Natural Environments

- Morocco, Algeria, Libya, Egypt
- Landforms
 - Coastal plains along Mediterranean Sea and Atlantic Ocean
 - Sahara – wet and dry cycles, huge desert – about the size of the U.S.
 - Erg – sea of sand between high sand dunes
 - Reg – area where wind blows sand away and gravel plain remains
 - Depression – large, low area
 - Wadis – dry streambeds that fill with rain
 - Nile River flows through Egypt
- Climate
 - Coast – Mediterranean climate
 - Arid climate covers most of North Africa - dry
- Plants, and Animals
 - Grasses and shrubs
 - Insects, reptiles, hyenas, gazelles
 - Morocco – European and African species
 - Egypt – lots of birds – over 300 species in Nile Valley
- Natural Resources
 - Oil and natural gas
 - Fishing on coast – Morocco
 - Farming – rain and irrigation – rice and cotton

Section 2: History and Culture

- History
 - Hunter-gatherers
 - Silt – fertile, finely ground soil; spread by floods in Africa
 - Early Peoples – 3000 B.C. in Egypt – culture led by pharaoh – monarch, seen as gods
 - Hieroglyphs – early writing system in Egypt
 - Created 365 day calendar system
 - Power faded and controlled by
 - Phoenicians – traders from Lebanon – found Carthage
 - Greeks – Alexander the Great – found Alexandria
 - Romans – takeover Carthage and crumbled in 400s
 - The Arabs and Islam – Byzantine rule in 600s and early 700s
 - Spread Islam and Arabic language
 - Ottoman Empire – fell in 1800s
 - Colonialism – French, Spanish, Italian, and British explorers
 - France wants Algeria, Britain wants Egypt, Italy – Libya
 - Independence – people want independence, movement grew after WWII
 - 1951 - Libya
 - 1952 – Egypt
 - 1962 - Algeria
- Culture

- People and languages
 - Arab or Berbers – cultural group who lived in North Africa before Arab invasion; Bedouin
 - Arabic language, many dialects
- Settlement and Land Use
 - 99% of Egyptian population lives in Nile Valley and Delta
 - Most populous Arab country
 - Urban overcrowding as people move in from rural areas
 - Medina – old Arab cities around which bigger colonies were planned
- Religion
 - Muslim majority, small Jewish and Christian population
 - Fridays – days of prayer
- Traditions and Customs
 - Traditional clothing –long and loose, good for hot weather
 - Weddings central to Arab culture

Section 3: The Region Today

- Economic and Urban Environments
 - Government spending, inflation, trade restrictions
 - Free port at Tanger – low taxes placed on goods unloaded
 - Economic activities
 - Oil and natural gas
 - Agriculture – Fellahin – Egyptian peasant farmers
 - Libya does not have much farming, imports 75% of food
 - Tourism – Egypt, Morocco, Tunisia – violence hurts this industry
 - Not enough jobs for growing population
 - Urban Environments – Casablanca, Morocco; Cairo, Egypt; Tripoli, Libya; Tunis, Tunisia; Algiers, Algeria
 - Overcrowding and not enough housing
 - Issues and Challenges
 - Politics – Islamic fundamentalism – governments do not generally want Islamic influence, but extremists use violence to be heard
 - Libya – Muammar Gadhafi – anti-American, Arab leader
 - Environmental – deforestation, polluting from oil and polluting water
 - Dam built at top of Nile, allows for irrigation, but stops flooding and movement of silt – Nile Delta shrinking

Chapter 22: West and Central Africa

Section 1: Natural Environments

- Landforms and Rivers
 - Hills and plains
 - Congo and Niger Rivers. Lake Chad
- Climates, Plants, and Animals
 - Majority tropical
 - Far north, far from equator – Sahel area – semiarid climate
 - Little rainfall, subsistence farmers
 - Desertification – spread of desert conditions caused by overpopulation and overuse of land
 - Tropical Environments
 - South of Sahel – tropical wet and dry climate
 - Tropical humid closest to equator
- Natural Resources
 - Timber, good soil for farming, minerals
 - Oil – Nigeria
 - Congo – copper, diamonds, cobalt
 - Cocoa beans – brought by Europeans to Africa from South America

Section 2: History and Culture

- History
 - Ghana – large kingdom in 800s – trade and slavery
 - People in southern rain forest depend on local resources
 - Slavery - at least 10 million Africans taken to Americas – disrupt families
 - The colonial era
 - Europeans want control for soil – cocoa, rubber, peanuts
 - People stop subsistence farming and work for wages
 - Postcolonial era
 - 1976 – all African countries in West and Central Africa independent
 - Dependent on exports rather than subsistence farming
 - Clashes between ethnic groups caused by Europeans that forced different groups to live in the same area
- Culture
 - People, languages, settlement
 - Niger-Congo Arabic family of language – local languages
 - Rural, small villages – depend on farming
 - Religion and Education
 - Islam – Sahel, Christians – South, traditional African religions
 - Ancestor worship and spirits
 - Low literacy rates – few go to school because need to work to make money for family
 - Food, traditions, and customs
 - Most produce own food – staple crops – main food crop of region
 - Millet and sorghum - grains that grow well in dry area
 - Society based on extended family

Section 3: The Region Today

- Level of Development
 - Developing countries – people earn less and do not live as long
 - Dual economy – some goods sent away as exports (rubber, cocoa, diamonds) while other kept at home for locals
 - Agriculture
 - Cattle and goats
 - Plant more than one crop per field – some crops will survive disease and drought
 - Market economies and closing in of land by colonization– led to overgrazing and soil erosion
 - Economic activities and global trade
 - Export primary goods – goods used first-hand
 - Most countries depend on a few exports – this is bad because falling prices seriously affect economy and raw goods do not sell for as large a profit as manufactured goods
 - Cities – lots of growth after independence
 - Lagos, Nigeria – from 760,000 people to 13 million people
 - Congo, Kinshasa – 5 million people
 - Housing shortages – shantytowns – no running water or electricity
- Issues and Challenges
 - Population growth – food and housing shortage
 - War and conflict – civil war many places
 - Destruction of natural environment – clearing causes loss of plant and animal life
 - HIV and AIDS – rapid spread and no cure

Chapter 23: East Africa

Section 1: Natural Environments

- Sudan, Ethiopia, Somalia, Kenya, Uganda, Tanzania, Rwanda, Burundi, Eritrea, Djibouti
- Landforms and water
 - Rift valleys – caused by movement of tectonic plates
 - Lakes, volcanoes
 - Nile – through Sudan
 - Blue Nile – from Ethiopia, most of Nile’s water
 - White Nile – from Lake Victoria and Lake Albert
 - Join in Sudan
- Climates, Biomes, and Natural Resources
 - Equator – wet and dry season – savanna and forest
 - Highlands - Kenya and Uganda
 - Farther from equator – droughts common – unpredictable
 - Cattle and crops die – people die from food shortage
 - Animals – Serengeti Plain – giraffes, lions, zebras
 - Tsetse fly – carries sleeping disease which kills livestock → farmers do not use land and wildlife flourishes
 - Natural Resources
 - Few energy and mineral resources – soil not productive
 - Clean beaches and savannas – lots of tourism

Section 2: History and Culture

- Early History
 - World’s oldest archeological artifacts
 - First civilization – oral history, lost over time
 - Kush – controlled Nile River Valley in Sudan
 - Arab connections
 - Ivory – cream-colored material from the tusk of an elephant
 - Arab traders came to Africa for ivory and slaves
 - Swahili – comes from language used on African coast, also uses many Arabic words
- European influence
 - Early connections only with the coastal area – too hard to get inland
 - Sir Henry Morton Stanley – journalist who crossed the entire continent
 - 1800s – Europeans all want parts of Africa – boundaries often divide ethnic groups or join rival ethnic groups
 - Colonies – cash crops – coffee, cotton, tea, sisal – plant fiber used to make rope and twine
 - Many still use subsistence agriculture
 - Europeans make infrastructure – ports, roads, schools
- Culture
 - Several hundred ethnic groups – categorized according to language
 - Nilotic people – Nile River Valley, herders: Masai and Tutsi
 - Cushitic-speakers – Red Sea Coast through Horn of Africa; Amhara, Somali
 - Bantu-speakers – some people of Kenya and Hutu or Rwanda
 - Arab influence strongest on Indian Ocean coast

- Honor ancestors
- Animist religion – natural world contains spirits
 - Many religions join aspects of animist religion with Christianity or Islam
- Sorghum important grain because it survives drought
- Europeans brought cornmeal, potatoes, rice, wheat

Section 3: The Region Today

- Economic development
 - Agriculture – farming and herding
 - Women farmers and men take care of livestock
 - Some subsistence farming and some commercial farms – modern technology – produce food to sell
 - Industry and economic change
 - Developing economies – raw materials exported
 - Command and market economies – Ethiopia used to have command economy
 - Kenya – highest per capita GDP – government poorly managing economy
 - Tourism – natural beauty – tourism brings in money and creates jobs
 - Violence hurts tourism
- Urban Environments
 - Addis, Ababa – capital of Ethiopia and area’s largest city
 - Nairobi, Kenya – commercial center
 - Areas of development surrounded by slums – too many people and too few jobs
- Issues and Challenges
 - Population growth → poverty – not enough food, housing, healthcare
 - Ethnic conflict – struggle over land distribution and jobs
 - Sudan – Islamic government vs. animist and Christians from the south
 - Genocide – intentional destruction of people
 - Rwanda – Hutu try to wipe out Tutsi – hundreds of thousands die
 - Somalia – no central government to settle conflict among clans

Chapter 24: Southern Africa

Section 1: Natural Environments

- Landforms and Water
 - Coastal plain
 - Plateau inland – escarpment – steep face at the edge of a plateau
 - Orange River – drains into Atlantic Ocean, runs west
 - Limpopo River, Zambezi River
- Climates, Biomes, and Resources
 - Tropical wet, dry, and semiarid climates
 - Madagascar – island, wet, tropical rainforest
 - Biodiversity – many different plants and animals
 - Namib Desert – low evaporation, as little as .5 inches of rain per year
 - Kalahari Desert – increase rainfall, antelope, elephant
 - Botswana – Okavango swamps
 - Veld – grassland of Eastern portion of Southern Africa
 - Petroleum, coal, hydropower, copper

Section 2: History and Culture

- History
 - Hunters-gatherers, Bantu migrate here
 - Kingdoms – Zimbabwe, Sotho, Lesotho
 - Portuguese sailors explore – Angola – trade for spices
 - The colonial period
 - 1652 – Dutch – Cape of Good Hope
 - Boers – European settlers in Africa
 - Afrikaners – Europeans who thought of Africa as there home
 - British come in and Afrikaners move inland
 - Diamond and gold lead to fighting between native Africans and Boers
 - Boer Wars
 - Other Europeans settle areas of South Africa
 - Independence
 - 1960s independence movements – all independent by 1980
 - Conflicts within new independent states – fight Communism
 - Apartheid – separateness, system of separating blacks and whites in South Africa
 - Ending Apartheid
 - Other countries place economic sanctions on South Africa – penalties intended to force a country to change its policies
 - African National Congress – political organization in South Africa led by Nelson Mandela
 - 1990 beginning of the end of apartheid
- Culture
 - People, languages, religion
 - Bantu, Sotho, Nguni, English
 - European languages relied upon for communication
 - Traditional religion – ancestor worship
 - Christianity brought in by Europeans

- Different forms of Christianity brought by each European group
- Settlement and land use
 - Wetter part of area more densely populated
 - Europeans founded most of areas cities
 - Most South Africans live in villages

Section 3: The Region Today

- Southern African Economies
 - Developing countries – most developed country in Africa
 - Agriculture – wheat oriented or subsistence
 - Business and industry
 - South Africa – gold
 - Angola – oil
 - Botswana – beef and diamonds
 - Zambia – copper
 - Small businesses – informal sector – people who do not do formal work for businesses, usually poor people
 - Tourism – wild-game parks and islands
- Urban Environments
 - Suburbs – wealthy, downtown – poor, shanties
 - Greater Johannesburg – largest urban area in southern Africa, industry center
 - Townships – areas where nonwhite workers were forced to live during apartheid
- Challenges
 - Poverty – diet and sickness
 - Cities growing quickly – housing shortage, pollution
 - Environmental threats – floods and droughts
 - Disease – AIDS – more than ¼ of population has AIDS