

Grades 3-6+

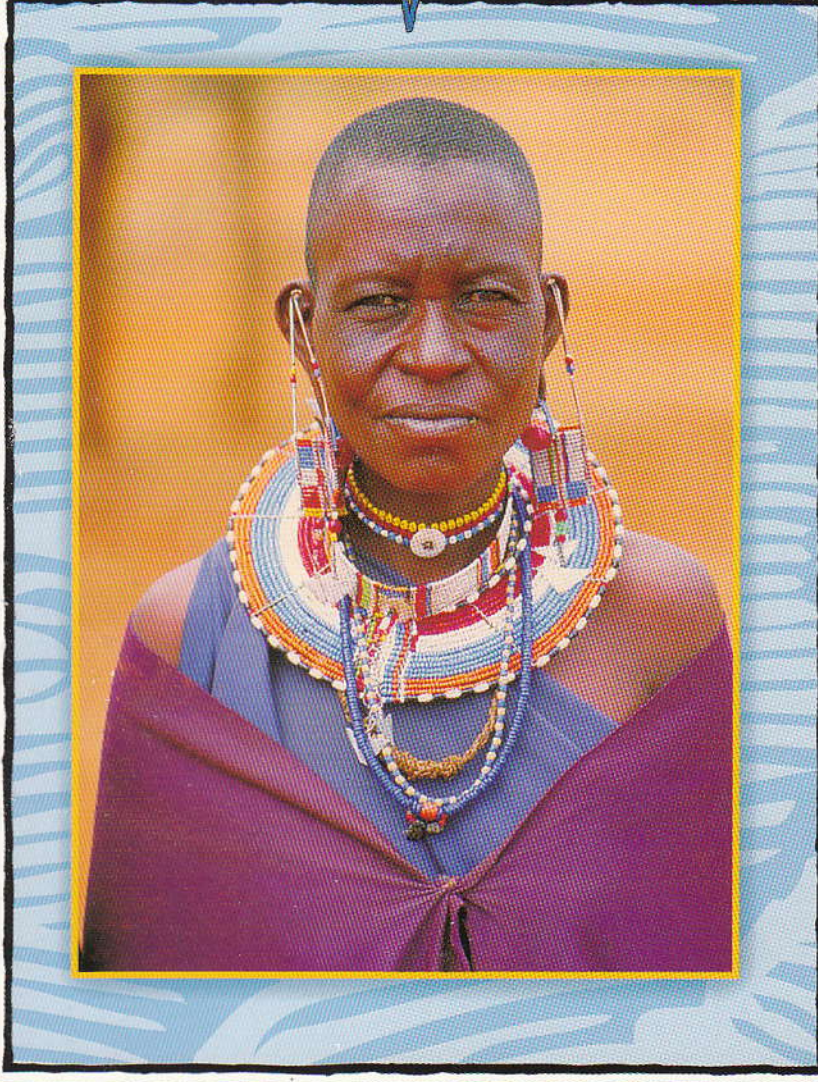
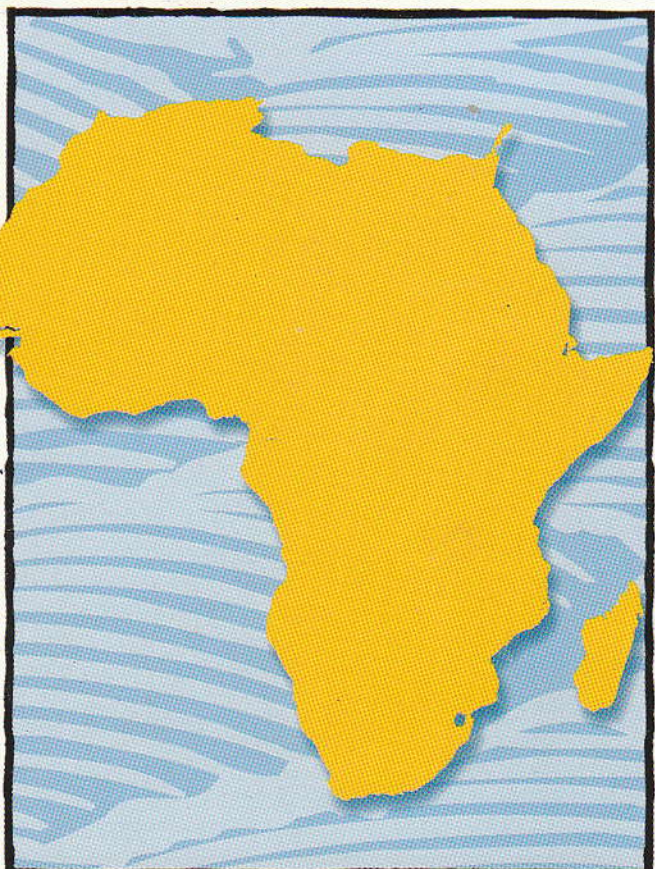


Africa

Based on National Geography Standards

- Based on the five themes of geography
- Information pages
- Reproducible maps, note takers, activity pages
- Poster-size color map of the continent

Includes full-color map 17" x 22"



Africa

Africa presents an overview of the geography of this continent and its island countries. The teaching and learning in this unit are based on the five themes of geography developed by the Association of American Geographers together with the National Council for Geographic Education.

The five themes of geography are described on pages 2 and 3. The themes are also identified on all student worksheets throughout the unit.

Africa is divided into seven sections.

Introducing Africa	page 7
Water and Landforms	page 11
Geographic Regions	page 15
Political Divisions	page 25
Africa's Resources	page 39
African Animals	page 47
The People	page 56

Each section includes:

- * teacher resource pages explaining the activities in the section
- * information pages for teachers and students
- * reproducible resources
 - maps
 - note takers
 - activity pages

Pages 4–6 provide suggestions on how to use this unit, including instructions for creating a geography center.

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The Five Themes of Geography

•Location

Position on the Earth's Surface

Location can be described in two ways. **Relative location** refers to the location of a place in relation to another place. **Absolute location** (exact location) is usually expressed in degrees of longitude and latitude.

We can say Gambia is located in the western part of Africa. Its boundaries are Senegal and the Atlantic Ocean.

Bujumbura, the capital city of Burundi, is located at 3°S latitude, 29°E longitude.

•Place

Physical and Human Characteristics

Place is expressed in the characteristics that distinguish a location. It can be described in **physical characteristics** such as water and landforms, climate, etc., or in **human characteristics** such as languages spoken, religion, government, etc.

South of the harsh northern deserts is the savanna, with short grasses and scattered trees.

There are more than 1000 languages spoken in Africa.

•Relationships within Places

Humans and the Environment

This theme includes studies of how people depend on the environment, how people adapt to and change the environment, and the impact of technology on the environment. Cities, roads, planted fields, and terraced hillsides are all examples of man's mark on a place. A place's mark on man is reflected in the kind of homes built, the clothing worn, the work done, and the foods eaten.

The majority of farmers in Africa live on small subsistence farms where families raise food and livestock for their own use.



Movement

Human Interactions on the Earth

Movement describes and analyzes the changing patterns caused by human interactions on the Earth's surface. Everything moves. People migrate, goods are transported, and ideas are exchanged. Modern technology connects people worldwide through advanced forms of communication.

Egypt uses a network of pipelines to transport oil products and crude oil. These pipelines supply oil to refineries and export shipyards.



Regions

How They Form and Change

Regions are a way to describe and compare places. A region is defined by its common characteristics and/or features. It might be a geographic region, an economic region, or a cultural region.

Geographic region: The Sahara Desert stretches across the African continent from the Atlantic Ocean to the Red Sea.

Economic region: Copper is mined in a part of Africa that stretches across Zambia and into the Democratic Republic of the Congo (Zaire).

Cultural region: The Tuareg are a matriarchal people living in the Sahara.

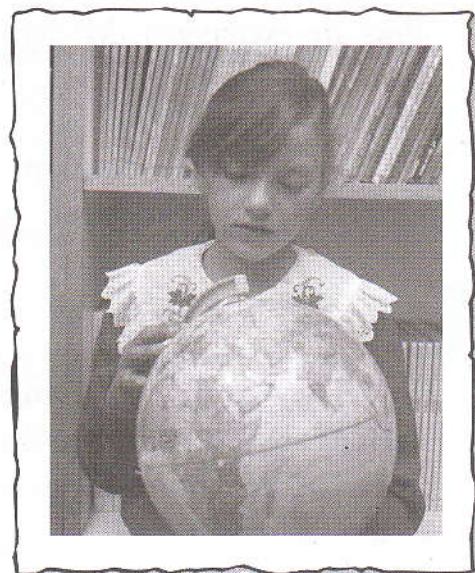


Using This Geography Unit

Good Teaching with *Africa*

Use your everyday good teaching practices as you present material in this unit.

- Provide necessary background and assess student readiness:
 - review necessary skills such as using latitude, longitude, and map scales
 - model new activities
 - preview available resources
- Define the task on the worksheet or the research project:
 - explain expectations for the completed task
 - discuss evaluation of the project
- Guide student research:
 - provide adequate time for work
 - provide appropriate resources
- Share completed projects and new learnings:
 - correct misconceptions and misinformation
 - discuss and analyze information



Doing Student Worksheets

Before assigning student worksheets, decide how to manage the resources that you have available. Consider the following scenarios for doing a page that requires almanac or atlas research:

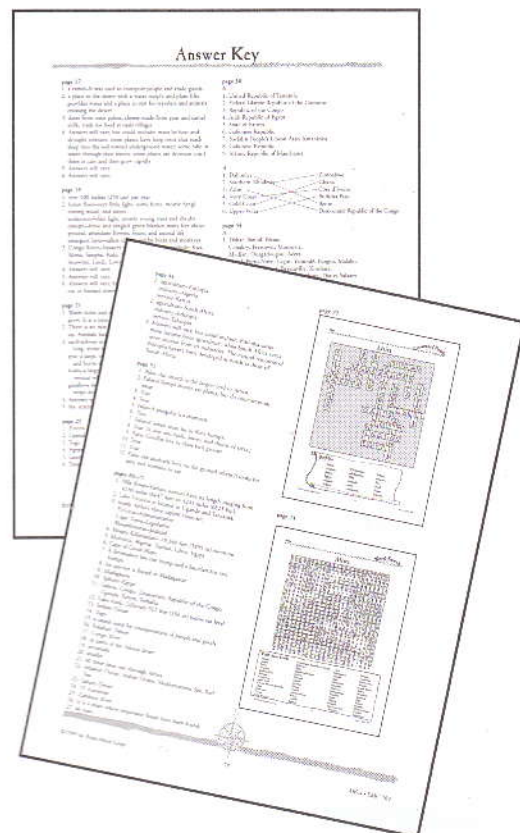
- You have one classroom almanac or atlas.
 - Make an overhead transparency of the page needed and work as a class to complete the activity, or reproduce the appropriate almanac page for individual students. (Be sure to check copyright notations before reproducing pages.)
- You have several almanacs or atlases.
 - Students work in small groups with one resource per group, or rotate students through a center to complete the work.
- You have a class set of almanacs or atlases.
 - Students work independently with their own resources.

Checking Student Work

A partial answer key is provided on pages 77 and 78.

Consider the following options for checking the pages:

- Collect the pages and check them yourself. Then have students make corrections.
- Have students work in pairs to check and correct information.
- Discuss and correct the pages as a class.



Creating a Geography Center

Students will use the center to locate information and to display their work.

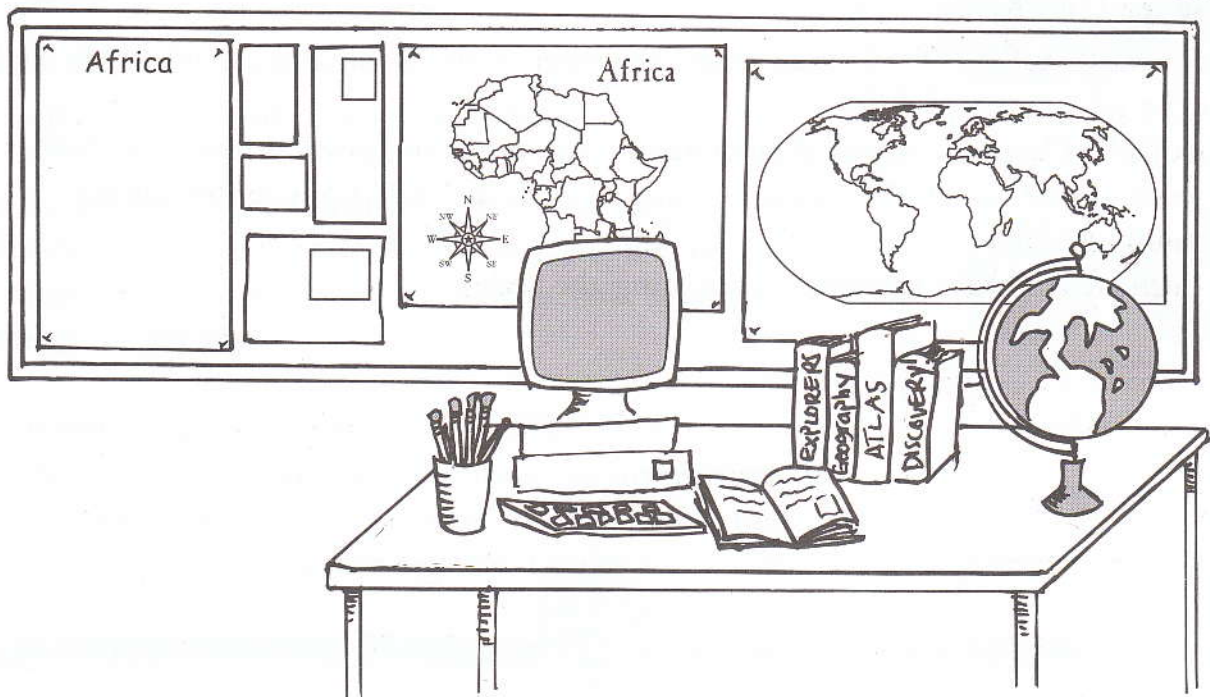
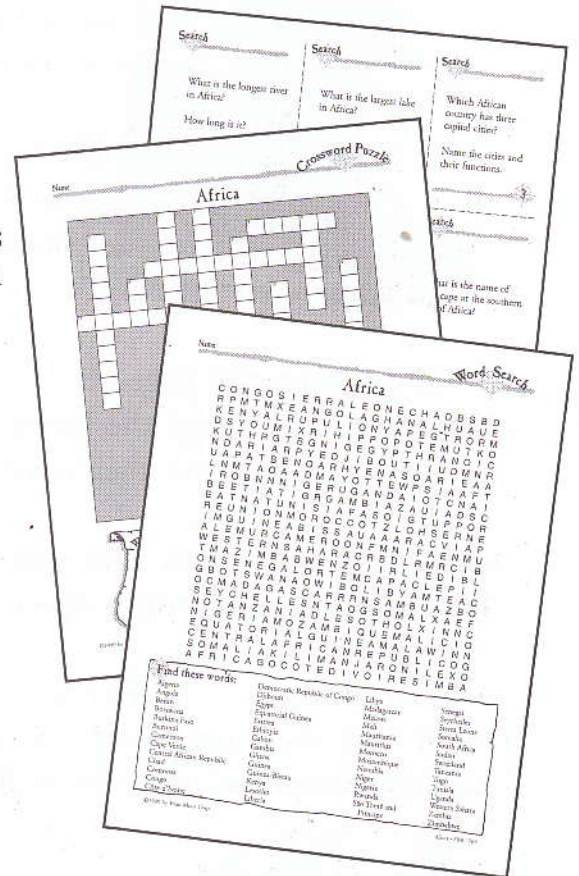
Preparation

1. Post the unit map of Africa on an accessible bulletin board.
2. Add a chart for listing facts about Africa as they are learned.
3. Allow space for students to display newspaper and magazine articles on the continent, as well as samples of their completed projects.
4. Provide the following research resources:
 - world map
 - globe
 - atlas (one or more)
 - current almanac
 - computer programs and other electronic resources
 - fiction and nonfiction books (See bibliography on pages 79 and 80.)
5. Provide copies of the search cards (pages 69–71), crossword puzzle (pages 72 and 73), and word search (page 74). Place these items in the center, along with paper and pencils.

Additional Resources

At appropriate times during the unit, you will want to provide student access to these additional research resources:

- Filmstrips, videos, and laser discs
- Approved sites on the World Wide Web



Making a Portfolio on Africa

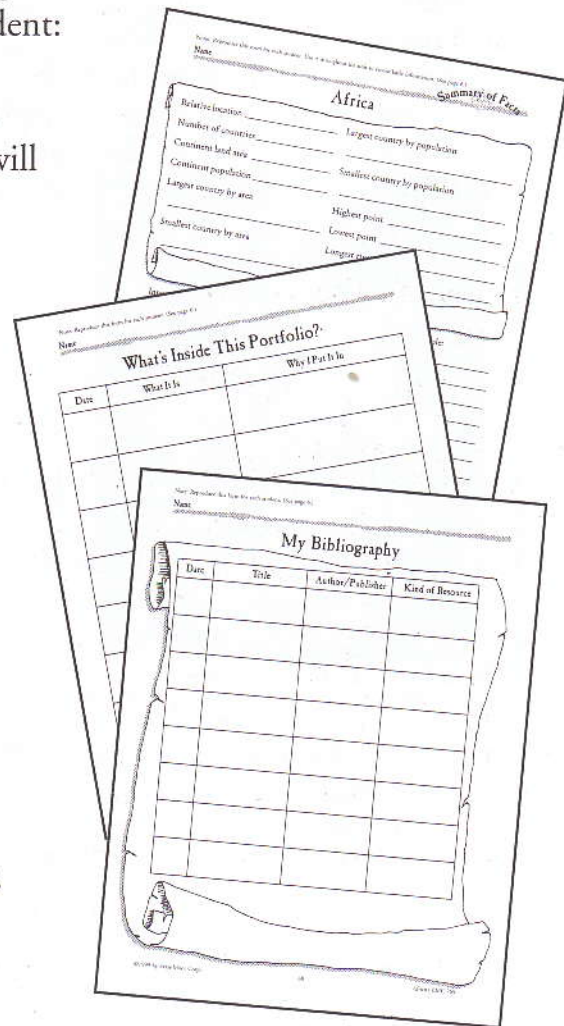
Provide a folder in which students save the work completed in this unit.

Reproduce the following portfolio pages for each student:

- A Summary of Facts about Africa, page 66
Students will use this fact sheet to summarize basic information they have learned about Africa. They will add to the sheet as they move through the unit.
- What's Inside This Portfolio?, page 67
Students will record pages and projects that they add to the portfolio, the date of each addition, and why it was included.
- My Bibliography, page 68
Students will record the books and other materials they use throughout their study of Africa.

At the end of the unit have students create a cover illustration showing some aspect of Africa.

Encourage students to refer to their portfolios often. Meet with them individually to discuss their learning. Use the completed portfolio as an assessment tool.



Using the Unit Map

Remove the full-color unit map from the center of this book and use it to help students do the following:

- locate and learn the names of landforms, water forms, and physical regions of Africa
- practice finding relative locations using the cardinal directions shown on the compass rose
- calculate distances between places using the scale



Name _____

Thinking about

Africa

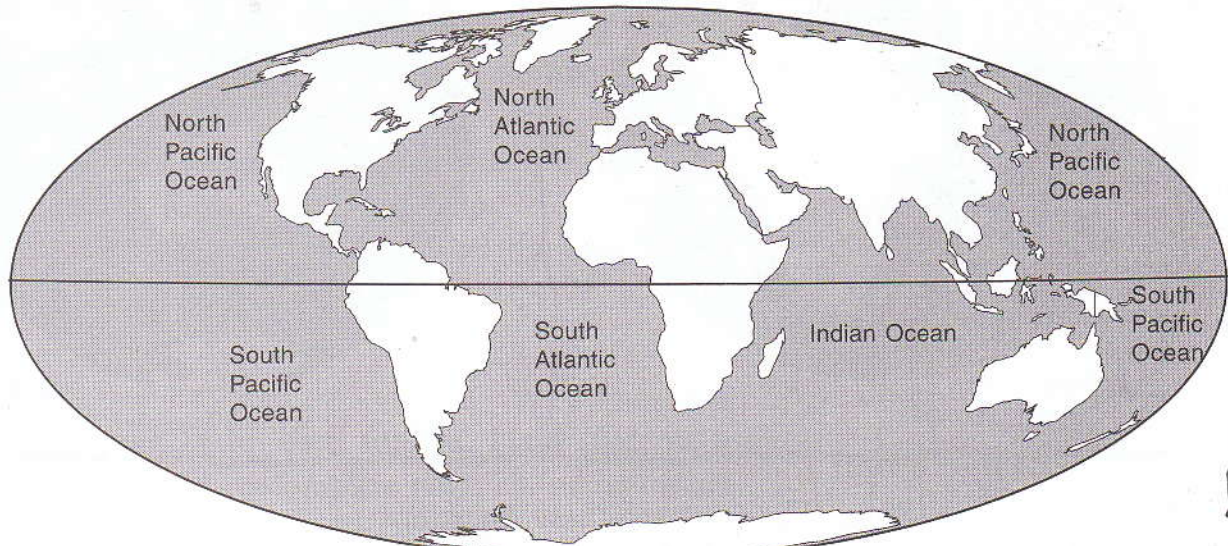
What do you already know about the many countries and regions of Africa?

If you could talk to someone from an African country, what would you ask?

Locating Africa

Relative location tells where a place is located in relation to other places. Use the description of its relative location to help you find Africa on the world map. Color in the continent on the map below and write Africa on it.

Africa, the second largest continent, is located between the Atlantic and Indian Oceans. It is to the south of Europe and to the north of Antarctica. The equator runs through the middle of the continent.



Look at a map of Africa. Find these places and write their relative locations:

1. Chad _____

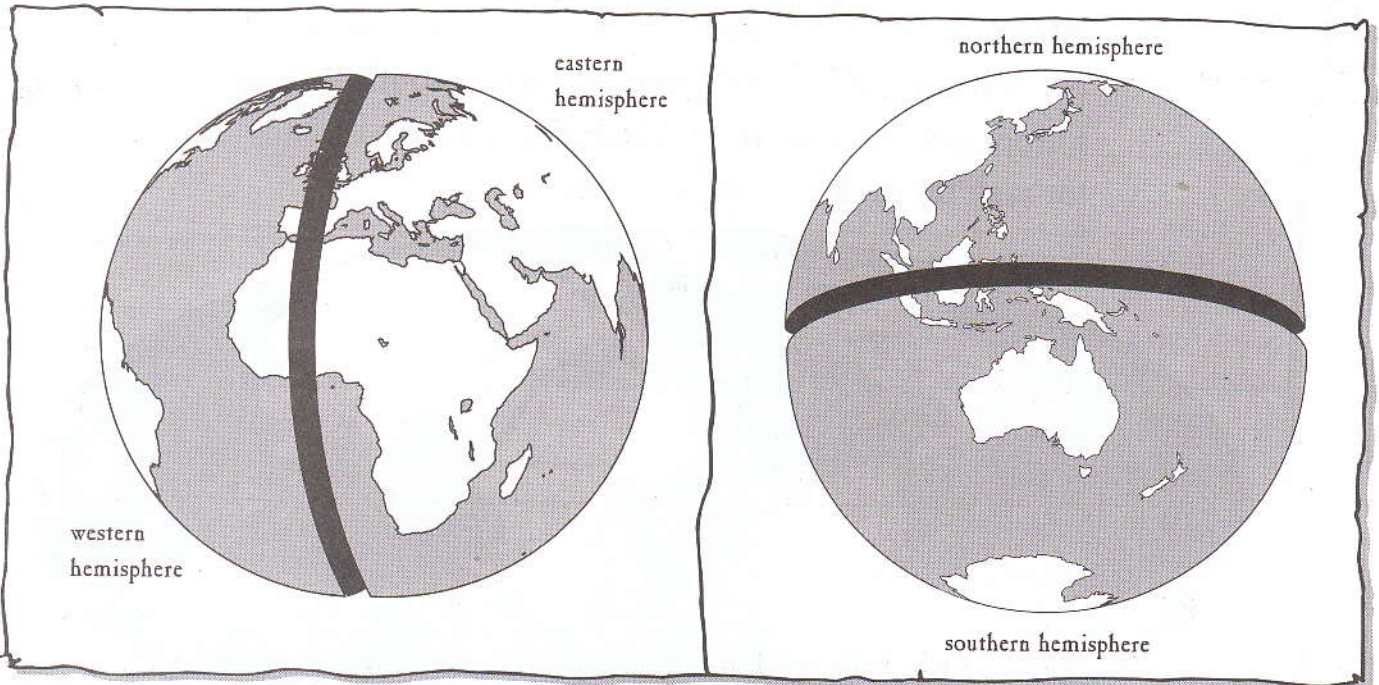
2. Lake Victoria _____

Bonus

Imagine you are describing the relative location of the country in which you live to a student in Africa. What would you say?

Name the Hemisphere

The globe can be divided in half two ways. Each half is called a **hemisphere**. When it is divided at the equator, the southern and northern hemispheres are created. When it is divided along the prime meridian and 180° longitude, the western and eastern hemispheres are created.



Look at Africa on a globe. Then answer these questions:

1. Name the hemispheres in which Africa is located.

2. Is more of Africa's land mass in the eastern or western hemisphere?

3. Is more of Africa's land mass in the southern or northern hemisphere?

4. Which of these lines of latitude run through Africa—equator, Tropic of Cancer, Tropic of Capricorn? _____

Bonus

Use hemispheres to describe the location of the country in which you live.

Water and Landforms

Collecting information by reading physical maps involves many skills. Pages 12–14 provide students with the opportunity to refine these skills as they learn about water and landforms on the continent of Africa.

Water Forms

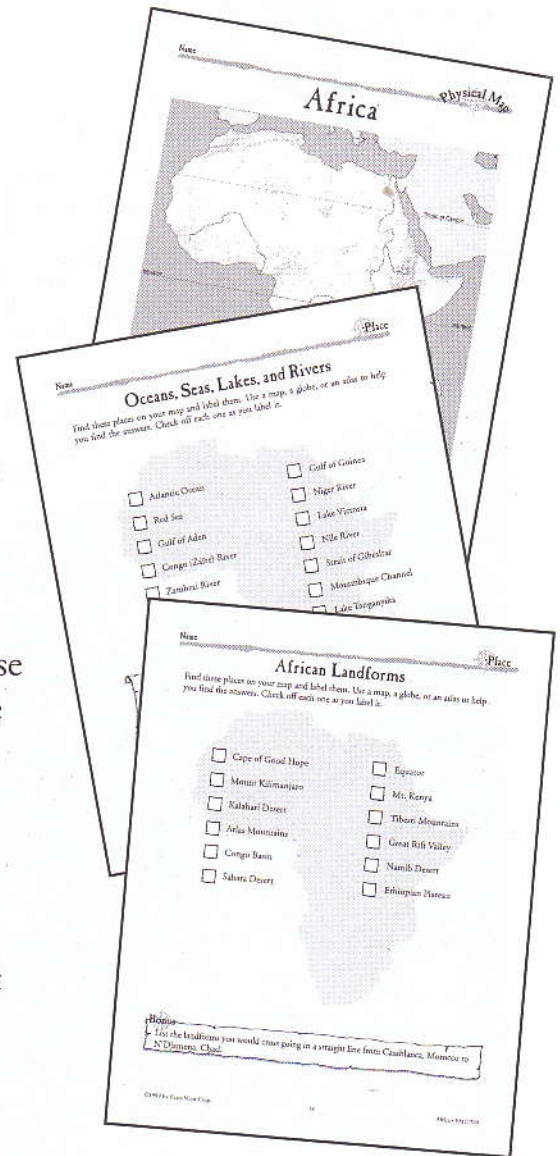
Reproduce pages 12 and 13 for each student. Use the unit map to practice locating oceans, seas, lakes, and rivers on a map.

- Review how rivers and lakes are shown on a map.
- Discuss pitfalls students may face in finding the correct names (names written along the river, small type, several names close together).
- Have students locate at least one example of each type of water form on the unit map.
- Then have students locate and label the listed water forms on their individual physical maps.

Landforms

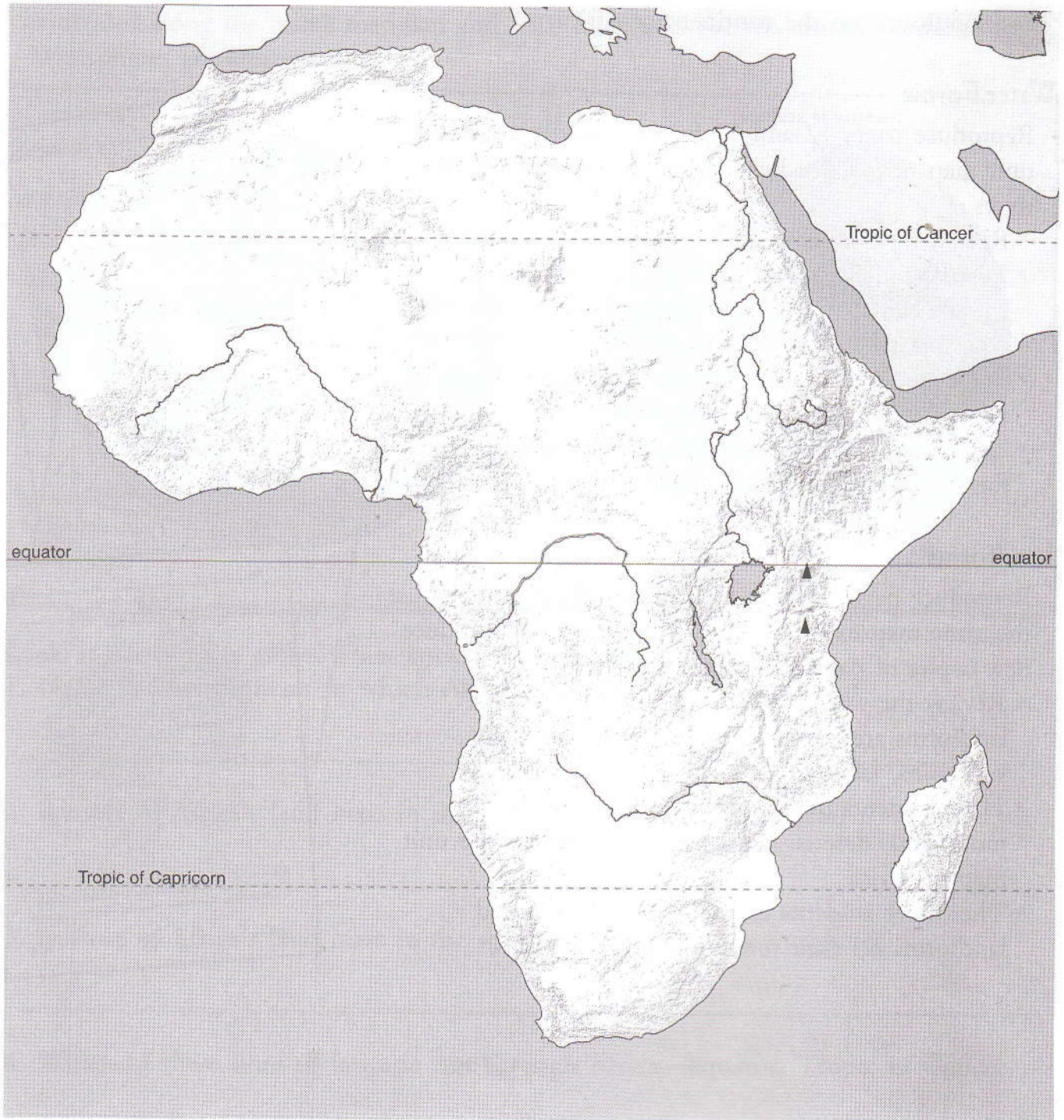
Reproduce page 14 for each student. Have students use the same map used to complete page 13, or reproduce new copies of page 12 for this activity.

- Review the ways mountains, deserts, and other landforms are shown on a map (symbols, color variations, labels).
- Have students practice locating some of the mountains, deserts, and other landforms on the unit map of Africa.
- Then have students locate and label the listed landforms on their individual physical maps.



Name _____

Africa



Oceans, Seas, Lakes, and Rivers

Find these places on your map of Africa and label them. Use a map, a globe, or an atlas to help you find the answers. Check off each one as you label it.

 Atlantic Ocean Red Sea Gulf of Aden Congo (Zaire) River Zambezi River Indian Ocean Mediterranean Sea Gulf of Guinea Niger River Lake Victoria Nile River Strait of Gibraltar Mozambique Channel Lake Tanganyika

Trace the rivers dark blue.

Color the lakes dark blue.

Color the seas, oceans,
and gulfs light blue.

Bonus

Imagine you are traveling by water from Cairo, Egypt, to Maputo, Mozambique. Explain the route you would follow.

African Landforms

Find these places on your map of Africa and label them. Use a map, a globe, or an atlas to help you find the answers. Check off each one as you label it.

 Cape of Good Hope Mount Kilimanjaro Kalahari Desert Atlas Mountains Congo Basin Sahara Desert Equator Mount Kenya Tibesti Mountains Great Rift Valley Namib Desert Ethiopian Highlands

Bonus

List the landforms you would cross going in a straight line from Casablanca, Morocco, to N'Djamena, Chad.

Geographic Regions

The continent of Africa has several geographic regions. Each has distinct physical characteristics and climatic conditions. The material on pages 16–24 explores some of these regions.

Regions of Africa

Follow the same procedure for each of these regions:

Sahara Desert, pages 16 and 17

Rainforests, pages 18 and 19

Savannas, pages 20 and 21

- Reproduce the required pages for each student.
- As a class, discuss the information about the region and find it on the map.
- Share additional information from books and videos in your geography center.
- Then have students answer the questions about the region on their activity pages.

Comparing Regions

Reproduce page 22 for each student. Students are to fill in the chart to compare and contrast characteristics of an African desert, a rainforest, and a savanna. They should recall the information they learned in the previous activity and do additional research using materials provided in the geography center.

Then have students select one of the regions on the chart, synthesize the information they have gathered, and write a report about the region.

Desertification

Reproduce pages 23 and 24 for each student. Make an overhead transparency of page 24. As a class, read and discuss the information, referring to the map to see where deserts currently exist and where there is danger of desertification. Send students to class resources to find out more about this problem and how countries are dealing (or not dealing) with it. Challenge students to think about ways to prevent desertification.

Sahara Desert

Use class resources to answer these questions:

1. What animal is called the "ship of the desert"? How did it get this name?
2. What is an oasis? Why is it important?

Rainforests

Use class resources to answer these questions:

1. How much rain must an area receive in a year to be considered a rainforest?
2. Name the four layers of a rainforest. Describe each layer.

The Savanna

Use class resources to answer these questions:

1. What is the climate like during the rainy season? How does this affect the plants and animals living there?
2. What is it like during the dry season? How does this affect the plants and animals living there?
3. Describe each of three animals found in the savanna.

Region Comparison Chart

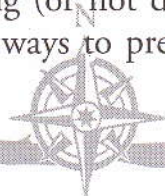
	Sahara Desert	Rainforest	Savanna
Location			
Land description			
Climate			
Plants in the region			

Desertification of Northern Africa

Color these areas:
 Desert: yellow
 Deserted: brown
 Nondesert: green

Key

- Areas threatened by desertification
- Existing deserts
- Nondesert areas



Sahara Desert

The Sahara Desert is one of the main geographical regions of Africa.

The Sahara desert is the largest desert in the world. It extends across northern Africa from the Atlantic Ocean to the Red Sea. It stretches more than 1200 miles (1931 km) from north to south. It is almost as large as the whole United States!

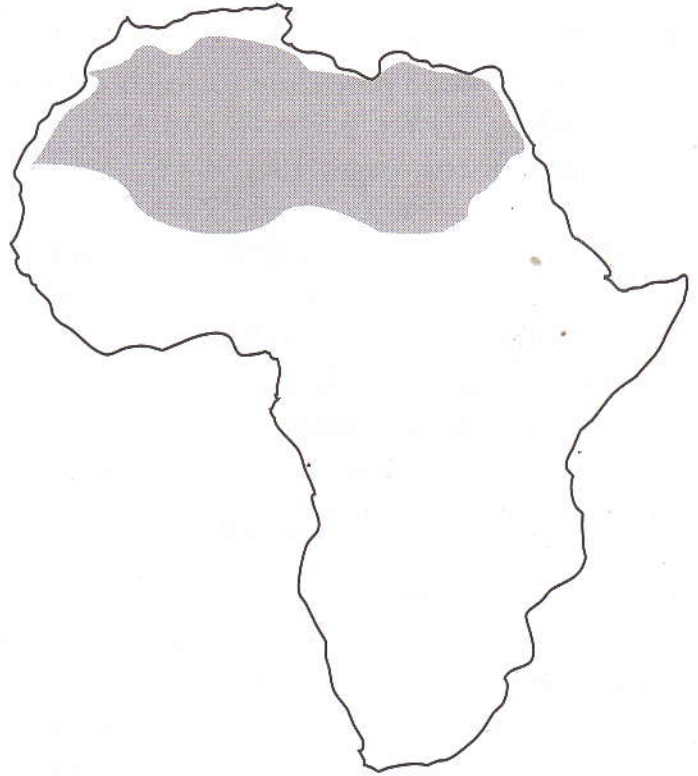
Barren rocky plateaus and gravelly plains make up most of the Sahara. The rest consists of vast areas of sand that lie within large basins. This is where some of the largest sand dunes in the world are found.

Even though the Sahara is very hot and dry, there are areas where water is found. These **oases** lie throughout the Sahara. The water in these areas comes from natural wells or springs. Towns have grown up around the largest oases.

Despite the lack of water, the Sahara has some scattered plant and animal life. The plants and animals have developed ways to live with limited water.

Some people who live in the Sahara raise crops irrigated by water from the oases. Others raise flocks of goats, sheep, and camels. They find grass for their stock along the desert's edges or in areas of recent rainfall. The herders have a nomadic life, living in tents that can be moved as soon as the grass has been eaten.

Today, modern transportation, such as cars and trucks, is used in some areas. Several roads, covered in a tar that can withstand the heat, cross the desert from north to south, and airports have been built at the largest oasis towns and at oil and gas fields.



Sahara Desert

Use class resources to answer these questions:

1. What animal is called the “ship of the desert”? How did it get this name?

2. What is an oasis? Why is it important?

3. What do desert nomads use for food?

4. What adaptations allow plants to live in areas with so little rainfall?

5. Name one Saharan animal in each category:

mammal _____ amphibian _____

bird _____ reptile _____

6. Name a tree that grows in the Sahara Desert.

Bonus

Describe some of the changes that have occurred in the Sahara since the discovery of petroleum.

Rainforests

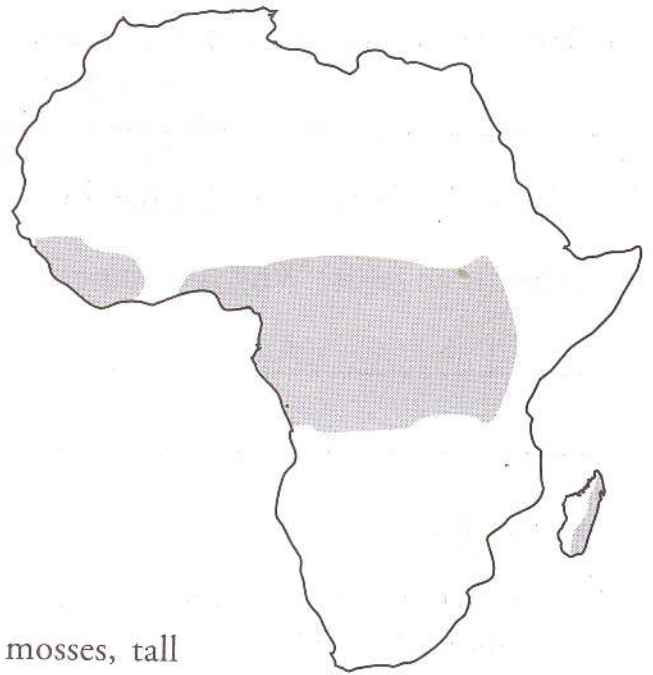
There are large areas of rainforest in Africa. The largest rainforests are in the center and west of the continent, especially in Congo, Gabon, Cameroon, Nigeria, the Democratic Republic of the Congo, and Côte d'Ivoire. There are also rainforests on the island of Madagascar.

The rainforest climate is very hot and humid and is characterized by high amounts of rainfall. These conditions encourage abundant plant growth in the rainforests. Each layer of the rainforest has unique plants adapted to the amount of light and moisture the layer receives.

The rainforest is filled with shrubs, ferns and mosses, tall evergreens, palm trees, and numerous kinds of tropical hardwood trees. Many common houseplants originally came from Africa's rainforests. Many trees used for timber grow there. Some of the foods we eat were first discovered in the rainforest. Many medicines used today originated from rainforest plants.

The trees in the rainforest provide a habitat for many animals. Land-dwelling animals such as the okapi move among the trees eating fruit, leaves, ferns, and other types of plant foods. Civets and monkeys live and forage in the trees. Moles and rodents dig among the roots. Thousands of birds, spiders, insects, and snakes live in, on, and under the trees.

People have lived in the rainforests for thousands of years. Contact with the people from other, more developed areas has brought change to the ethnic groups still found in the rainforests. One group that continues to live as it always has is the Mbuti. Their small camps are found along the equator in the Democratic Republic of the Congo.



Name _____

Rainforests

Use class resources to answer these questions:

1. How much rain must an area receive in a year to be considered a rainforest?

2. Name the four layers of a rainforest. Describe each layer.

3. The African rainforest grows in the Congo Basin. What large river and its tributaries run through the basin?

4. Name one African rainforest animal in each category:

mammal _____ amphibian _____

bird _____ reptile _____

5. Name a tree that grows in the African rainforest. _____

6. What is the main reason rainforests are being cut down?

 **Bonus**

Describe one forest found in the country in which you live.

Savannas

The savannas of East Africa are flat, sunny plains covered in grass and scattered bushes and trees.

The savannas are home to many of the large mammals of Africa. Vast herds of zebras, gazelles, wildebeests, and various kinds of antelope come to graze on the grass. Elephants and giraffes eat the leaves and twigs off the trees.

Predators such as lions and cheetahs live on the savannas too. Scavengers such as vultures wait for the predators' leftovers.

Today, in many parts of the savannas, these wild animals are found only in game reserves, as cattle and sheep ranches have spread across the grasslands.



Wildebeests



Savannas

Use class resources to answer these questions:

1. What is the climate like during the rainy season? How does this affect the plants and animals living there?

2. What is it like during the dry season? How does this affect the plants and animals living there?

3. Describe each of these animals found in the savannas:

aardvark _____

gnu _____

kudu _____

gazelle _____

4. Name one African animal found in the savannas from each of these categories:

mammal _____ amphibian _____

bird _____ reptile _____

5. What is the name of the thorn tree that grows in the savannas?

 **Bonus**

The savannas are one type of grassland. Describe a type of grassland found in the country in which you live.

Name _____

Region Comparison Chart

	Sahara Desert	Rainforest	Savanna
Location			
Land description			
Climate			
Plants in the region			
Animals living in the region			
People living in the region			
Ways people have changed the region			

Desertification



Along the edges of deserts, fertile lands can become deserts. This is called **desertification**. Desertification can happen in several ways.

People can damage the land by misuse. They cut down too many trees, exposing land surface to wind and rain. They allow herds of animals to overgraze the land. They plant the same fields so often that the soil is worn out.

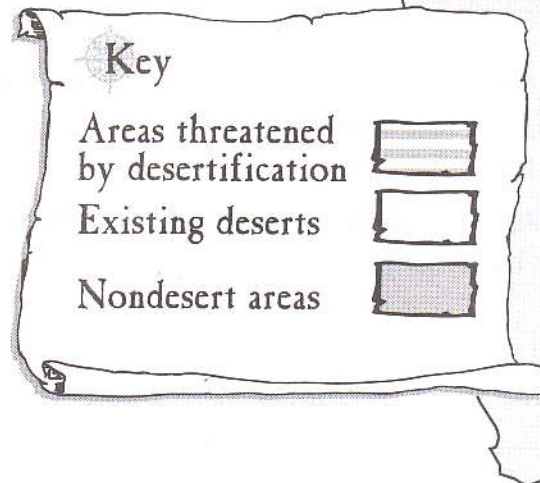
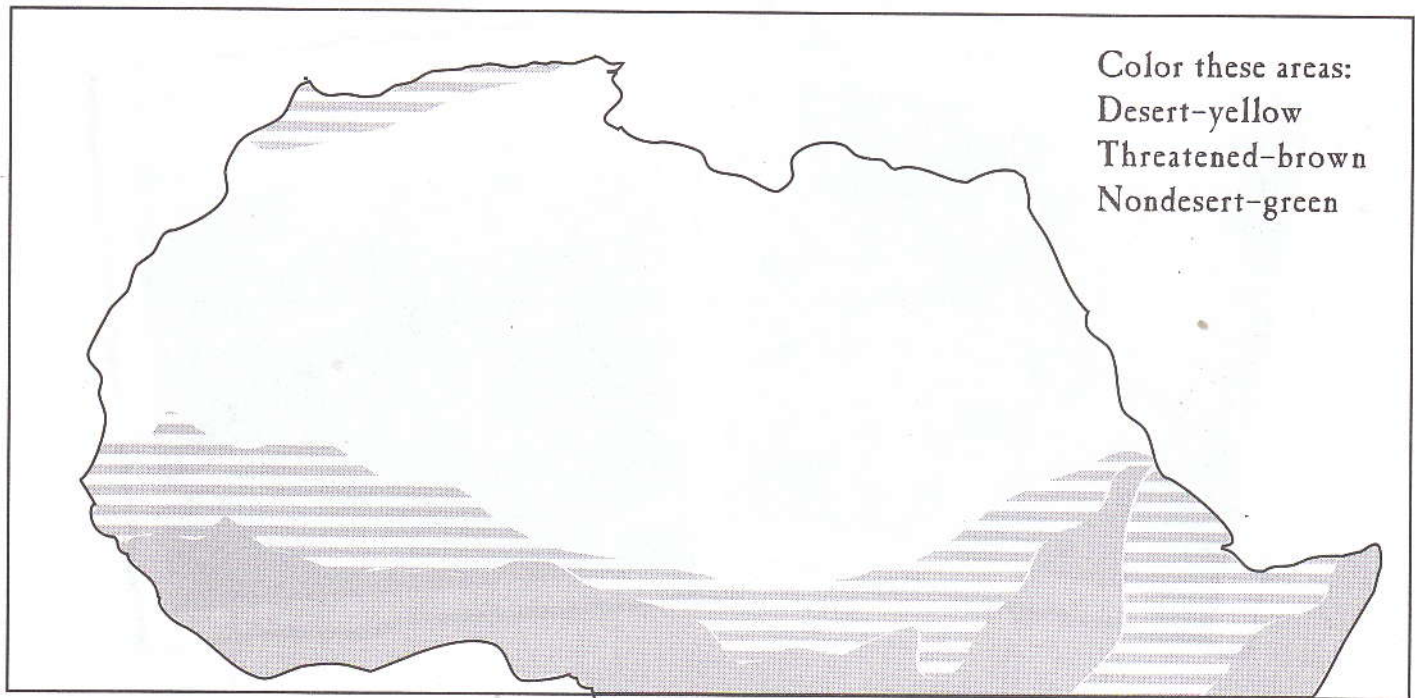
Wind and rain can damage the land. Erosion occurs when the fertile topsoil is blown or washed away. Very little can grow once the topsoil is gone.

The damage starts small but can spread into acres where nothing can grow. Millions of acres of land around the world are becoming deserts every year.

Bonus

Learn about deserts in the country in which you live. Has desertification become a problem?

Desertification of Northern Africa



Political Divisions

A political map shows boundaries between countries, states, or territories. In this section students will use political maps to learn the countries of Africa and their capital cities, to calculate distance and direction, and to locate places using longitude and latitude.

The Countries of Africa

Reproduce pages 27 and 28 for each student. Have students use map resources to list the countries and then label them on the map.

Many African countries are small, with some island countries being mere dots on the map. Have students explore ways they might label these countries (draw a line from the country to open space, number or color-code the small countries and make a key at the bottom of the map, write the names of island countries in the water next to them, etc.).

Note: You will find “Western Sahara” on maps of Africa. Its ownership is being disputed by Morocco and a separatist movement. At the present time it is being administered by Morocco.

Country Names

Name the Countries

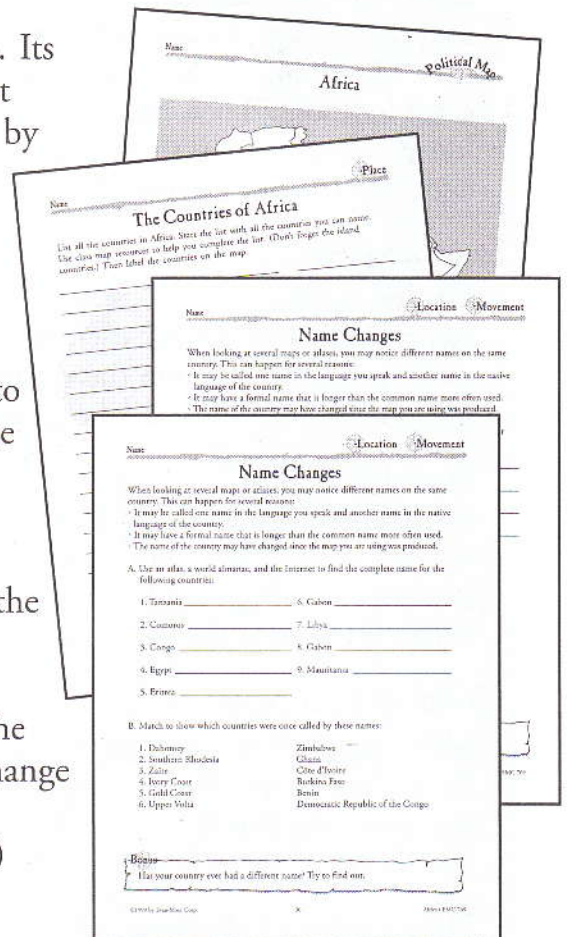
Reproduce page 29 for each student. Review the term “relative location.” Have students use maps and atlases to name the countries described. They are then to write the relative location of several African countries.

Name Changes

Reproduce page 30 for each student. Read and discuss the introductory material on the page together. If you have access to both older and newer maps or atlases, show students examples of changes in borders and names. (The addition of Eritrea as an independent nation and the change in name from Zaïre to the Democratic Republic of the Congo are two examples occurring in the last few years.) Discuss possible reasons for these changes.

Note: This is a great time for students to use the World Wide Web to collect current information.

Part A of the activity page asks students to give the complete name of each country listed (Kenya–Republic of Kenya). Part B asks students to match the old name of several countries to the current name (French Cameroon–Cameroon).



Northern Africa

Capital Cities

Reproduce page 31 for each student. Have students use map resources to name the capital cities of the countries of Northern Africa and label them on the map.

Using a Compass Rose

Reproduce page 32 for each student. Use the compass rose on the unit map to review how to determine location using cardinal directions. Then have students complete the activity independently, using their maps of Northern Africa (page 31).

Western, Central, and Eastern Africa

Capital Cities

Reproduce page 33 for each student. Have students use map resources to name the capital cities of the countries of Western, Central, and Eastern Africa and label them on the map.

Longitude and Latitude

Reproduce page 34 for each student. Use a map to review how to use lines of longitude and latitude to determine exact locations. Then have students complete the activity independently, using their maps of Western, Central, and Eastern Africa (page 33).

Southern Africa

Capital Cities

Reproduce page 35 for each student. Have students use map resources to name the capital cities of the countries of Southern Africa and label them on the map.

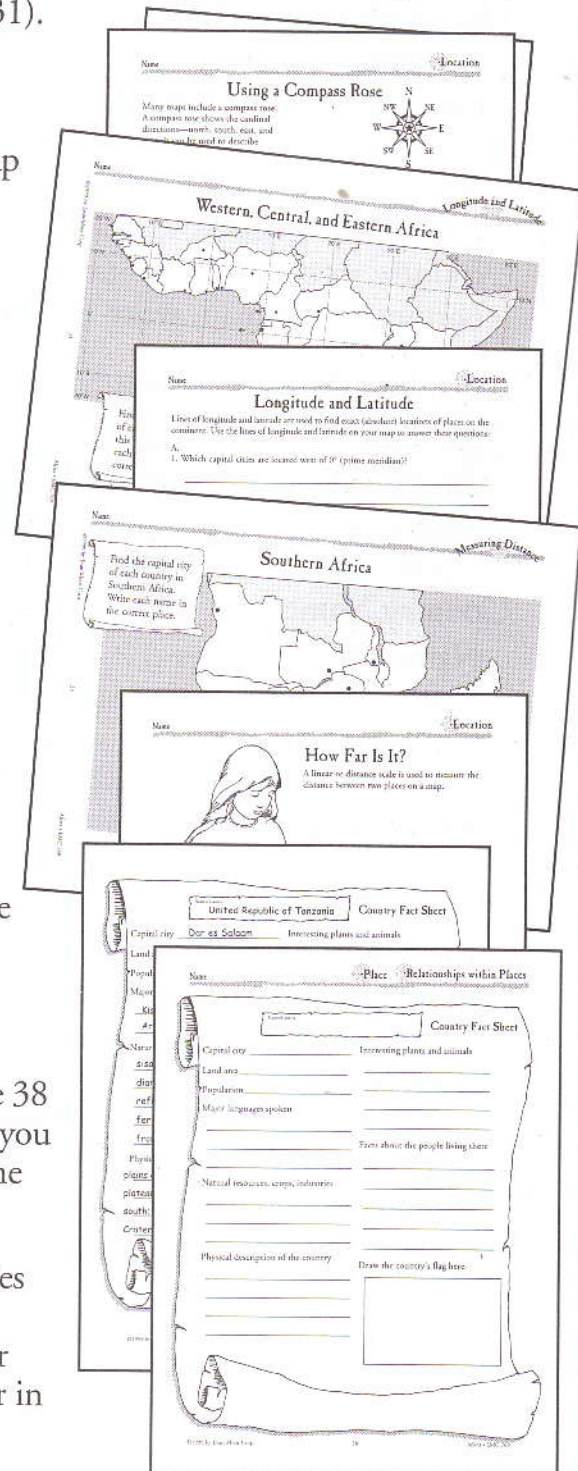
How Far Is It?

Reproduce page 36 for each student. Use the unit map to review how to use a map scale to figure distances. Then have students use a ruler and the map scale to determine the distance between the listed places (page 35).

Country Fact Sheet

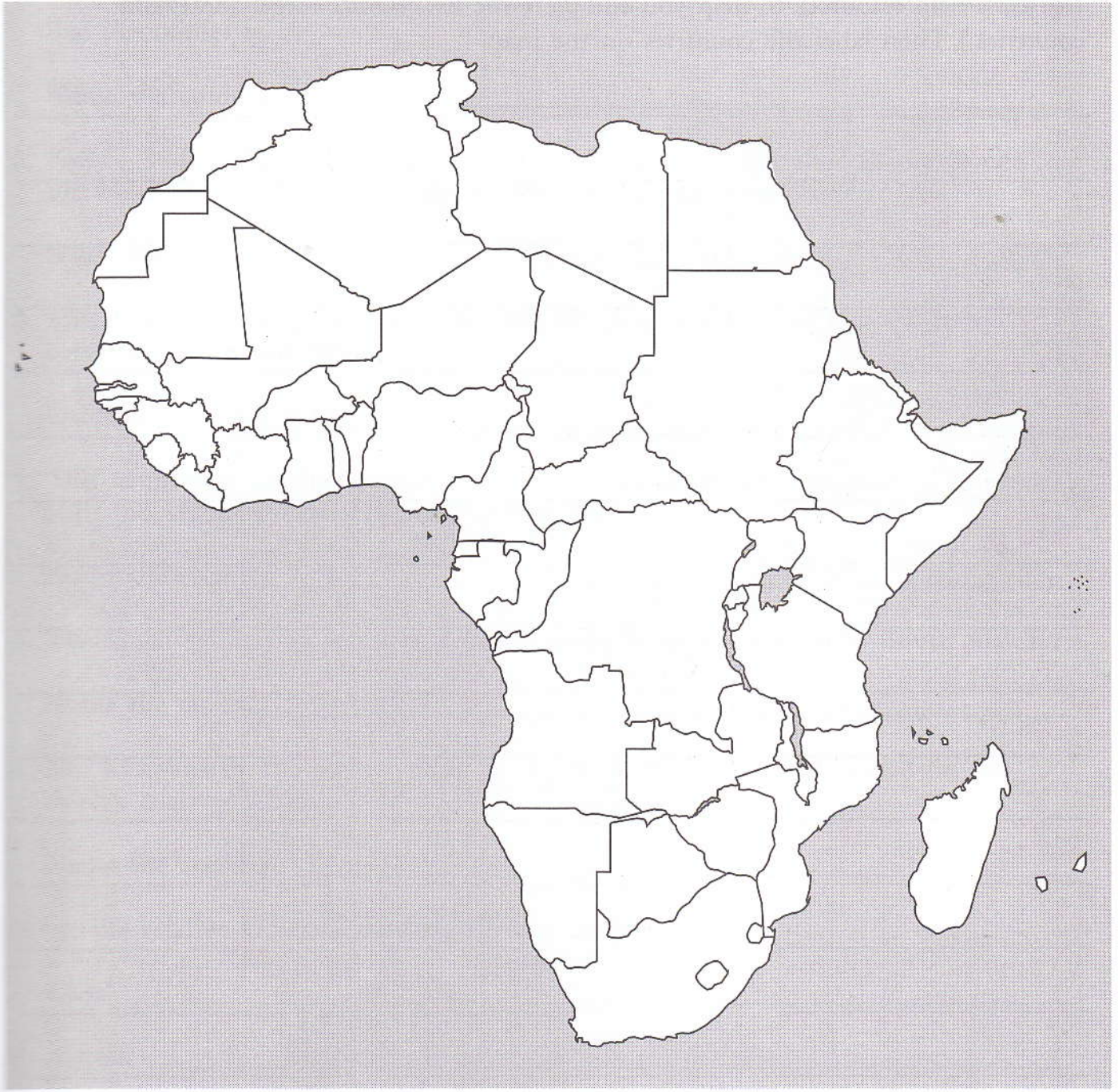
Make an overhead transparency of page 37. Reproduce page 38 for each student. Have students refer to the transparency as you ask questions that can be answered by the information on the fact sheet.

Have students help create a file of fact sheets for the countries in Africa. Have each student select a different country to research. Allow time for students to share what they discover about their countries. Keep the completed sheets in a binder in the geography center.



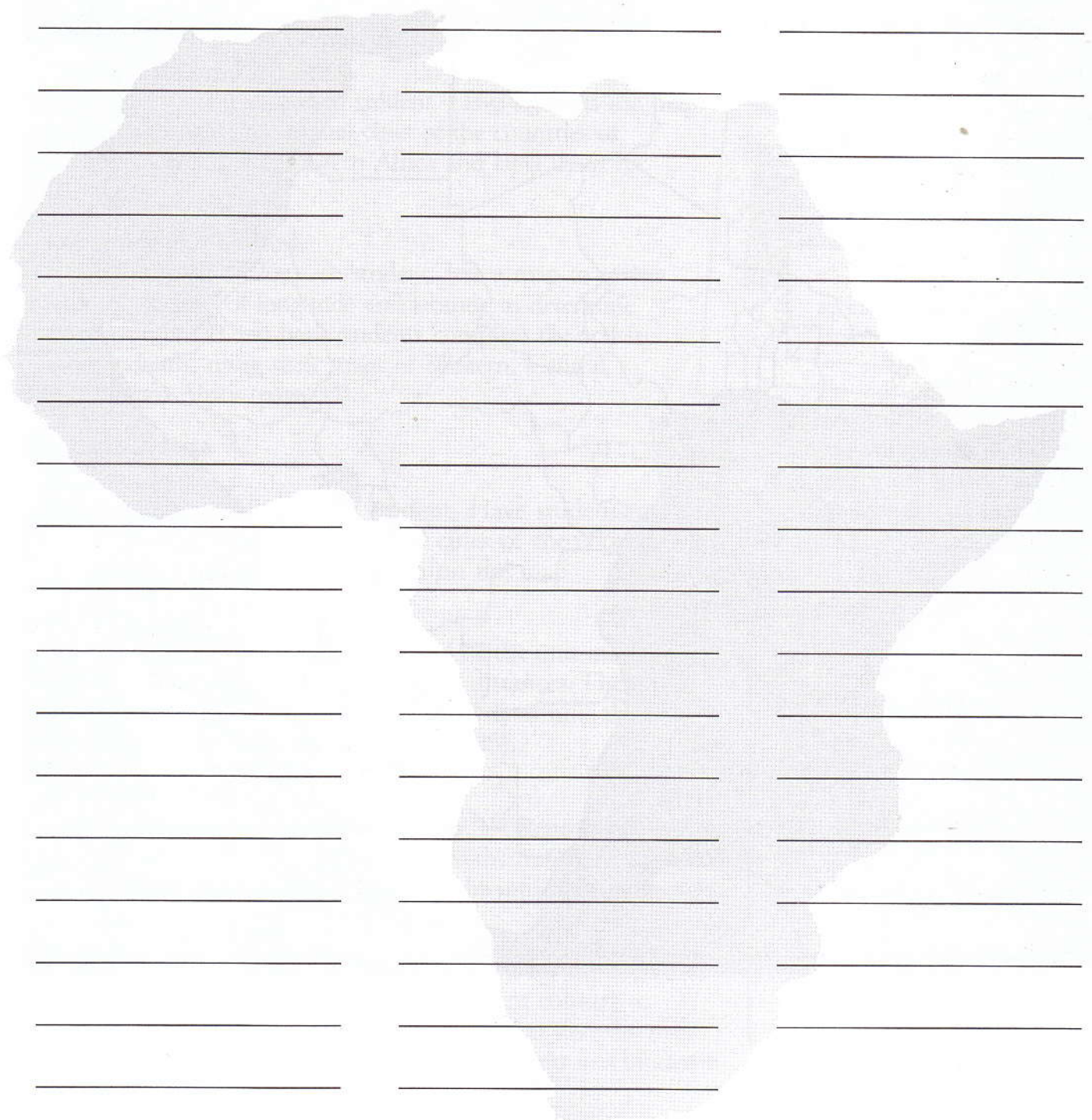
Name _____

Africa



The Countries of Africa

List all the countries in Africa. Start the list with all the countries you can name. Use class map resources to help you complete the list. (Don't forget the island countries.) Then label the countries on the map.



Name the Countries

Read the relative location and name the country.

1. This country is located on the northeastern side of Africa. Sudan, Ethiopia, and the Red Sea border it.

Name the country. _____

2. Kenya, Sudan, Tanzania, Rwanda, and the Democratic Republic of the Congo surround this small country. Lake Victoria forms one of its borders.

Name the country. _____

3. This small, narrow country is in western Africa on the Gulf of Guinea. It is between Ghana and Benin.

Name the country. _____

4. This country in northwestern Africa is the home of ancient pyramids. It touches both the Mediterranean Sea and the Red Sea.

Name the country. _____

5. This small country in southern Africa is completely surrounded by South Africa.

Name the country. _____

6. Mt. Kilimanjaro, the highest point in Africa, is in this country located on the eastern coast of Africa.

Name the country. _____

Write the relative locations of these African countries:

1. Chad _____

2. Algeria _____

3. Mali _____

4. Madagascar _____

Name Changes

When looking at several maps or atlases, you may notice different names on the same country. This can happen for several reasons:

- It may be called one name in the language you speak and another name in the native language of the country.
- It may have a formal name that is longer than the common name more often used.
- The name of the country may have changed since the map you are using was produced.

A. Use an atlas, a world almanac, and the World Wide Web to find the complete name for the following countries:

- | | |
|-------------------|---------------------|
| 1. Tanzania _____ | 5. Eritrea _____ |
| 2. Comoros _____ | 6. Gabon _____ |
| 3. Congo _____ | 7. Libya _____ |
| 4. Egypt _____ | 8. Mauritania _____ |

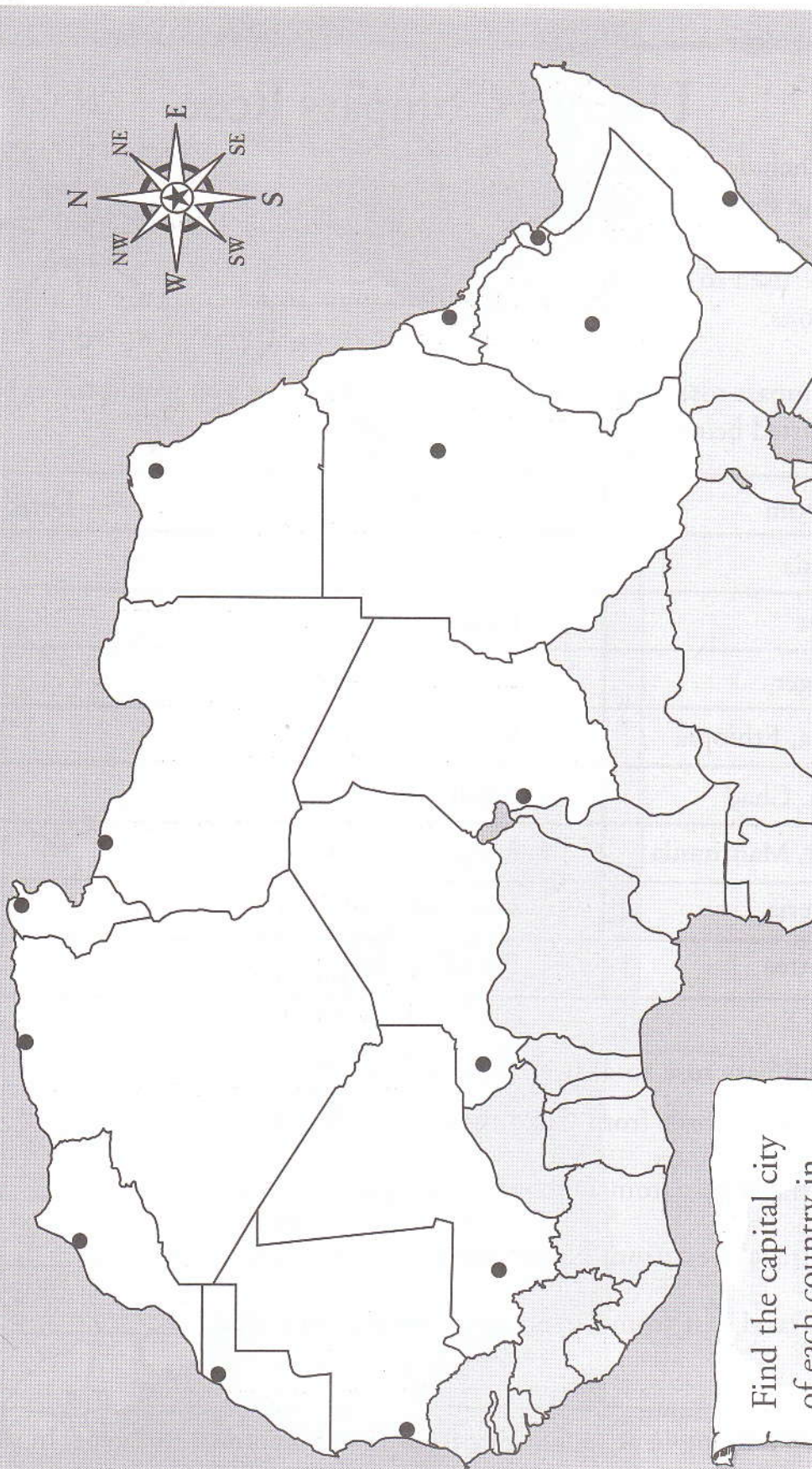
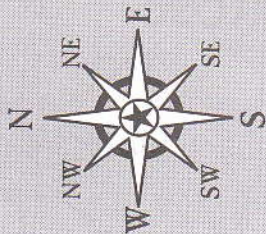
B. Match to show which countries were once called by these names:

- | | |
|----------------------|----------------------------------|
| 1. Dahomey | Zimbabwe |
| 2. Southern Rhodesia | Ghana |
| 3. Zaïre | Côte d'Ivoire |
| 4. Ivory Coast | Burkina Faso |
| 5. Gold Coast | Benin |
| 6. Upper Volta | Democratic Republic of the Congo |

 **Bonus**

Has your country ever had a different name? Try to find out.

Northern Africa

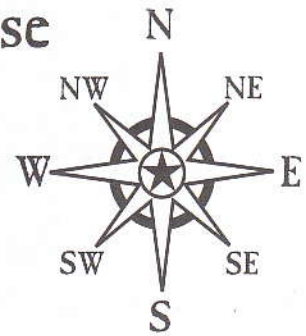


Find the capital city of each country in Northern Africa. Write each name in the correct place.

Name _____

Using a Compass Rose

Many maps include a **compass rose**. A compass rose shows the cardinal directions—north, south, east, and west. It can be used to describe relative locations.



A. Use the compass rose on your map to find the direction you would travel between the cities listed below.

From	To	Direction
Tunis, Tunisia	Tripoli, Libya	
Cairo, Egypt	Bamako, Mali	
Niamey, Niger	Djibouti, Djibout	
Addis Ababa, Ethiopia	Khartoum, Sudan	
N'Djamena, Chad	Rabat, Morocco	
Nouakchott, Mauritania	Asmara, Eritrea	
Algiers, Algeria	Khartoum, Sudan	
Asmara, Eritrea	Bamako, Mali	

B. Use the compass rose to answer these questions:

1. If you travel north from Chad, what sea will you reach? _____
2. If you travel east from Djibouti, what gulf will you reach? _____
3. If you travel west from Niger, what ocean will you reach? _____
4. If you travel east from Egypt, what sea will you reach? _____

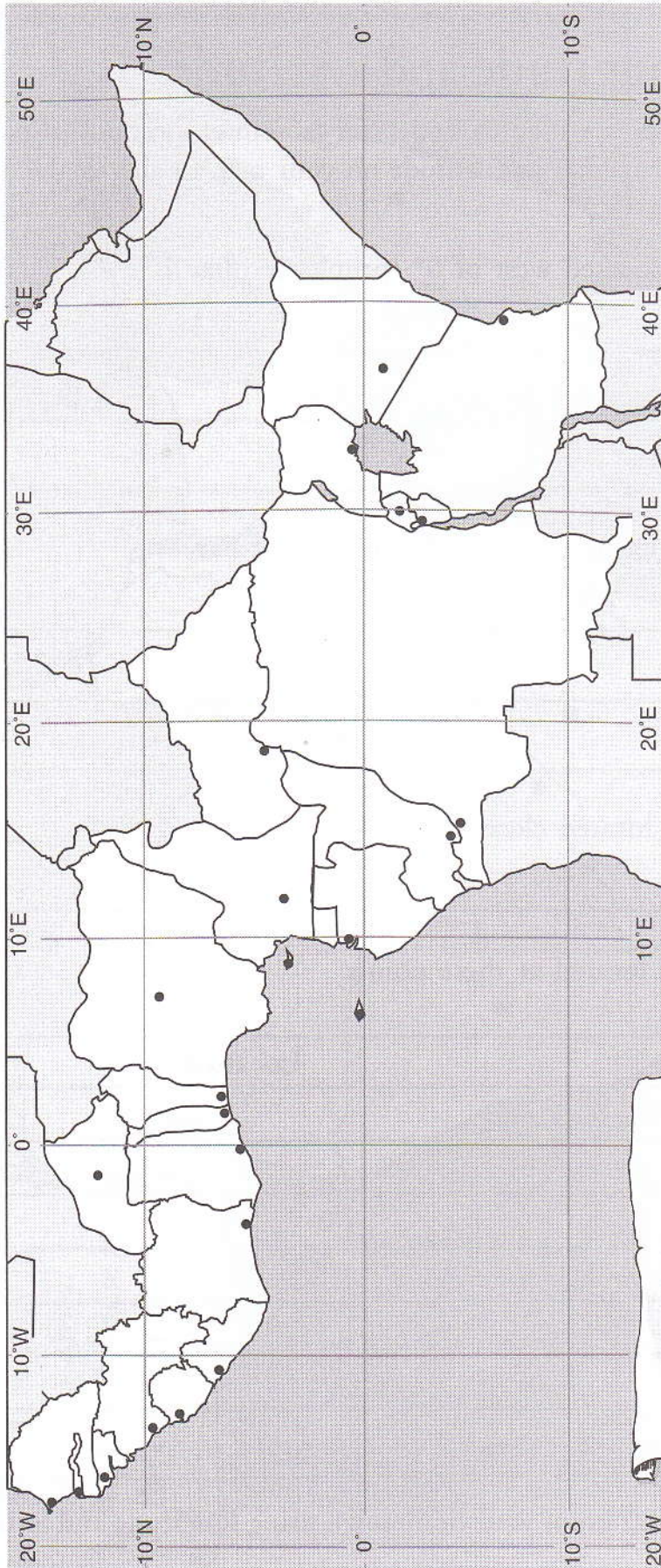
Bonus

Imagine you are flying in a straight line from your hometown to Egypt. In which direction would you travel?

Name _____

Location

Western, Central, and Eastern Africa



Find the capital city of each country on this map. Write each name in the correct place.

Longitude and Latitude

Lines of longitude and latitude are used to find exact (absolute) locations of places on the continent. Use the lines of longitude and latitude on your map to answer these questions:

A.

1. Which capital cities are located west of 0° (prime meridian)?

2. Which capital cities are located east of 0° (prime meridian)?

3. Which island country is located closest to $0^\circ, 0^\circ$?

B. Find what capital city is located at these points.

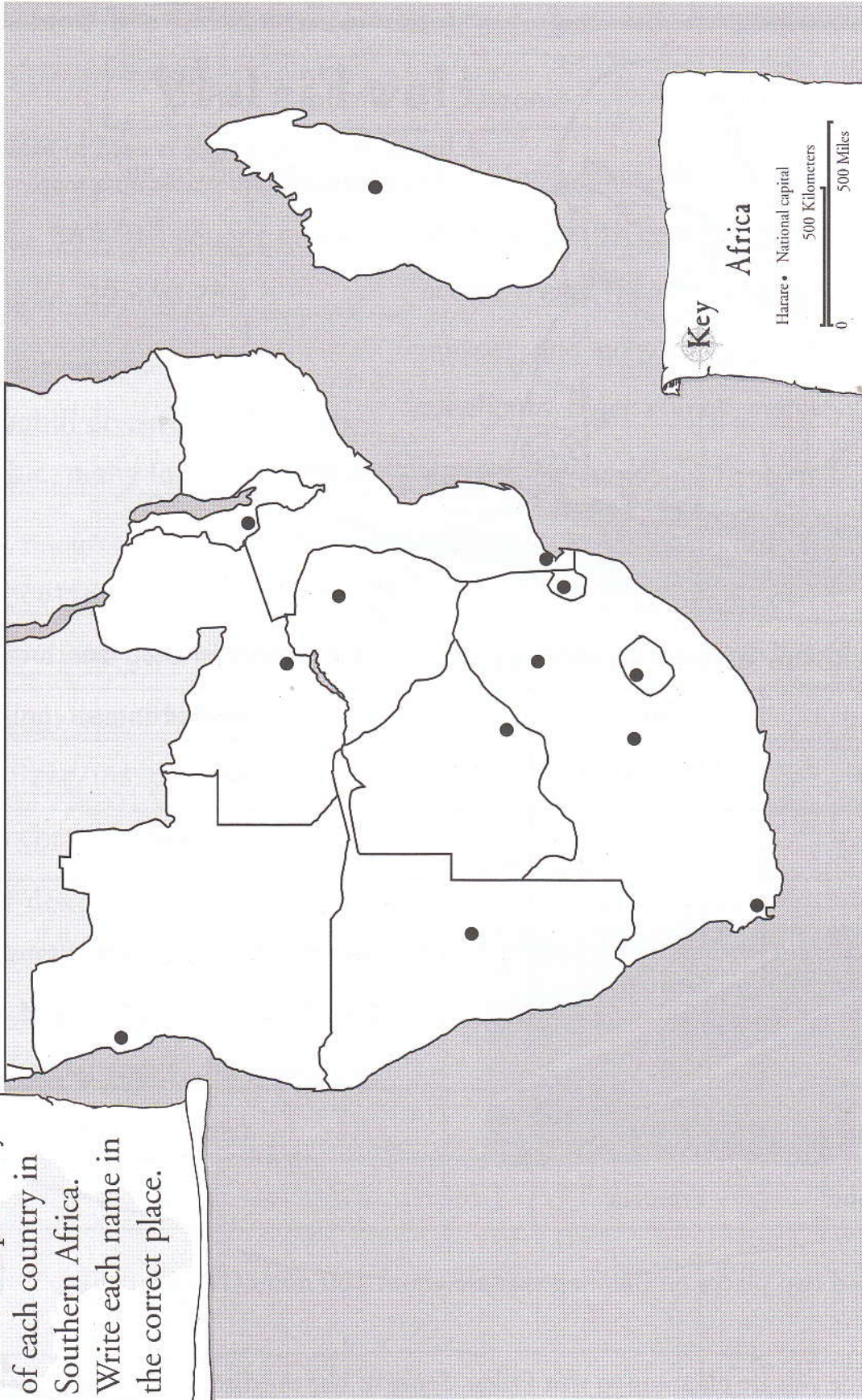
Latitude	Longitude	Location
7°S	39°E	
1°S	37°E	
15°N	17°W	
2°S	30°E	
6°N	0°	
0°	33°E	


Bonus

Write the exact (absolute) location of your hometown using longitude and latitude.

Southern Africa

Find the capital city
of each country in
Southern Africa.
Write each name in
the correct place.



Key

Africa

Harare • National capital

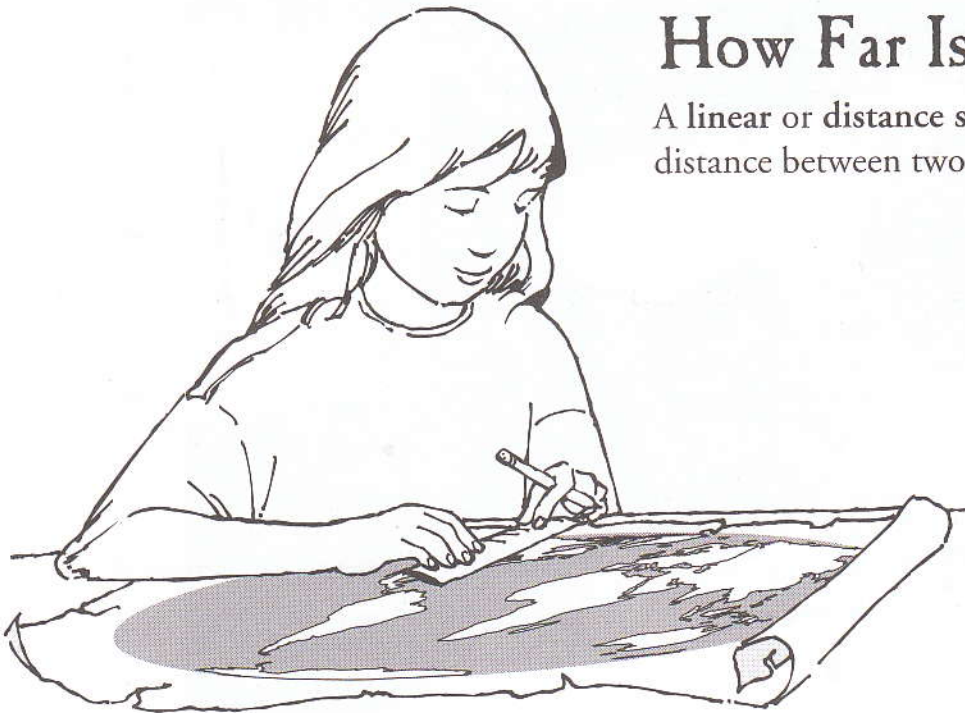
500 Kilometers

500 Miles

Name _____

How Far Is It?

A linear or distance scale is used to measure the distance between two places on a map.



Use a ruler and the map scale to help you measure the distance between these locations.

From	To	Distance
Luanda	Swaziland	
Lusaka	Windhoek	
Maseru	Gaborone	
Lilongwe	Luanda	
Antananarivo	Harare	
Maputo	Mbabane	
Gaborone	Pretoria	

Now find two places on the map that are about 100 miles (161 km) apart.

Bonus

Imagine you are planning to visit Dakar, Senegal. Use the distance scale on a world map to calculate how far it is from your hometown to Dakar.

Name of country

United Republic of Tanzania

Country Fact Sheet

Capital city Dar es Salaam

Land area 364,017 square miles

Population 29,460,753

Major languages spoken

Kiswahili or Swahili, English,
Arabic, many local languages

Natural resources, crops, industries
sisal, cotton, coffee, tobacco,
diamond and gold mining, oil
refining, cement, textiles,
fertilizer/insecticide (made
from chrysanthemums)

Physical description of the country

plains along the eastern coast; central
plateau; highlands in the north and
south; the Serengeti, Ngorongoro
Crater, and Lake Victoria

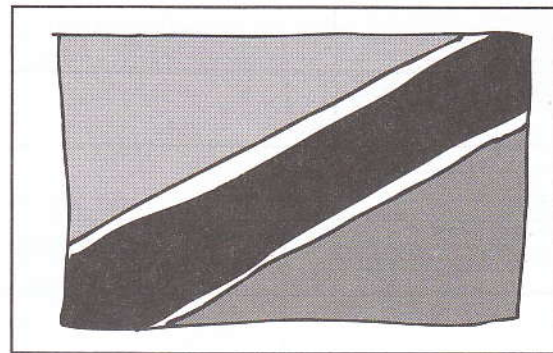
Interesting plants and animals

grasslands with grasses, bushes, and
acacia trees; forests with ferns,
mosses, and many kinds of trees; lions,
elephants, black rhinos, monkeys

Facts about the people living there

99% Black Africans, mostly
Bantu; 1% other peoples—
Arabian, Asian, and European

Draw the country's flag here.



Name _____

Place

Relationships within Places

Name of country

Country Fact Sheet

Capital city _____

Interesting plants and animals

Land area _____

Population _____

Major languages spoken

Facts about the people living there

Natural resources, crops, industries

Physical description of the country

Draw the country's flag here.

Africa's Resources

This series of activities introduces students to the natural and man-made resources of Africa.

Resources

Prepare for this lesson by enlarging the political map on page 27, using an overhead projector and a sheet of butcher paper. Post the map on a bulletin board.

Reproduce page 41 for each student. Assign one or more countries to each student. Have them use atlases, almanacs, and books to locate information about the natural resources, crops and livestock, and manufactured goods of the country or countries they have been assigned. Students are to record the information gathered on their activity sheets.

Create a "key" on the map using symbols agreed upon by the students. Then have students place symbols for the items on their lists in the appropriate locations on the large map of Africa.

African Agriculture

Reproduce page 42 for each student. As a class, read and discuss the material provided. Ask students who have family members involved in agriculture to share what they know about the growing and selling of crops and livestock.

Have each student select five countries in Africa to research using class resources. They are to compile lists of the agricultural products raised in each of the five countries. Compile the resulting information into a class list of African agricultural products.

Mineral Resources

Reproduce page 43 for each student. Minerals are an abundant natural resource in Africa. Challenge students to come up with a list of items that can be considered mineral resources (petroleum and natural gas, coal, copper, zinc, gold, diamonds, etc.). Have students use class resources to find the information about minerals needed to complete their activity pages.

Complete the lesson by discussing reasons for the slow development of these resources in some African countries (inadequate transportation systems, not enough monetary resources to develop the industry, political upheaval).

Resources of _____

The atlas, maps, and other resources to develop a list of natural resources, crops and livestock, and manufactured goods found in the African country.

Natural Resources	Crops and Livestock	Manufactured Goods

African Agriculture

About 70% of Africans depend in some way on agriculture for a living. Most African today are still farmers and herders. Crops are grown primarily for family use, with some items taken to market to trade or sell. Some crops are grown commercially around the continent. Common exports include coffee, tea, fruits, cotton, cacao, peanuts, palm oil, and tobacco.

In recent years, drought and insect-kill have been common in some countries to channel water for irrigation. However, only a small percentage of land is currently being irrigated. Most of the irrigated areas in Nigeria, Sudan, and the island of Madagascar.

Select five countries in Africa. Using class resources, list crops grown in each of the countries.

COUNTRY	1	2	3	4	5

Mineral Resources

Almost every mineral known can be found somewhere on the continent of Africa. Much of the money African countries earn comes from the sale of these minerals or products made from the minerals to other countries.

Use class resources to find the major mineral resources found in the following African countries:

Nigeria: _____

Libya: _____

South Africa: _____

Zambia: _____

Algeria: _____

Democratic Republic of the Congo: _____

Boxed Text: How has an inadequate transportation system in many parts of Africa slowed development of these natural resources?

Africa's Resources

This series of activities introduces students to the natural and man-made resources of Africa.

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Resources of

Use atlases, maps, and other resources to develop a list of natural resources, crops and livestock, and manufactured goods found in this African country.

Natural Resources	Crops and Livestock	Manufactured Goods

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In recent years, dams and canals have been constructed in some countries to channel water for irrigation. However, only a small percentage of land is currently being irrigated. Most of the irrigation occurs in Nigeria, Sudan, and the island of Madagascar.

Select five countries in Africa. Using class resources, list crops grown in each of the countries.

name	name	name	name	name

Mineral Resources

Almost every mineral known can be found somewhere on the continent of Africa. Much of the income African countries earn comes from the sale of these minerals or products made from the minerals to other countries.

Use class resources to find the major mineral resources found in the following African countries:

Nigeria: _____

Liberia: _____

South Africa: _____

Zambia: _____

Algeria: _____

Democratic Republic of the Congo: _____

Bonus
How has an inadequate transportation system in many parts of Africa slowed development of these natural resources?

Agriculture, Service, and Industry

Reproduce pages 44 and 45 for each student. Make an overhead transparency of page 45. Explain that information about a place or a culture is often shown in graph form. Discuss the meanings of the terms agriculture (raising of crops and livestock), industry (manufacturing of goods), and service (fulfilling the public's needs) and what items fit into each category. Show the transparency and have students compare the percentages of each category for the six countries shown on the graph. Then have students complete the questions on the activity page.

Off to Africa

Come to Africa

Tourism is a big business in many parts of Africa. Visit a travel agency to get samples of brochures and posters about African trips. After sharing these materials, have students develop one of the following:

- a brochure of things to do on an African vacation
- a travel poster about one special place or site in Africa
- a list of ways to be a considerate tourist
- a video advertisement encouraging people to come to Africa

An African Vacation

Reproduce page 46 for each student. Students are to select a place to visit in Africa, explain their choice, and write a postcard they might send while on the imagined visit.

Three activity pages from a student workbook are shown, overlapping each other.

The top page is titled "Agriculture, Service, and Industry" and includes a definition of each term and a question: "Which country has the largest percentage of its income coming from agriculture?"

The middle page is titled "Comparing Income Sources" and features a bar graph showing the percentage of income from Agriculture, Industry, and Service for Kenya, Sudan, Ethiopia, Algeria, Egypt, and South Africa. The Y-axis is labeled "Percentage of Income from Each Source" and ranges from 0 to 100. The X-axis lists the countries. A key indicates: Agriculture (diagonal lines), Industry (horizontal lines), and Service (vertical lines).

Country	Agriculture (%)	Industry (%)	Service (%)
Kenya	60	10	30
Sudan	45	15	40
Ethiopia	60	10	30
Algeria	15	55	30
Egypt	20	40	40
South Africa	10	65	25

The bottom page is titled "An African Vacation" and includes a writing prompt: "Imagine you are planning a trip to Africa. Which region would you choose to visit? Why would you want to visit there?" and a section for writing a postcard with a drawing area and a postage stamp.



Name _____



Resources of _____

country's name

Use atlases, maps, and other resources to develop a list of natural resources, crops and livestock, and manufactured goods found in this African country.

Natural Resources	Crops and Livestock	Manufactured Goods

African Agriculture

About 70% of Africans depend in some way on agriculture for a living. Most Africans today are still farmers and herders. Crops are grown primarily for family use, with some items taken to market to trade or sell. Some crops are grown commercially around the continent. Common exports include coffee, tea, fruits, cotton, cacao, peanuts, palm oil, and tobacco.

In recent years, dams and reservoirs have been constructed in some countries to channel water for irrigation. However, only a small percentage of land is currently being irrigated. Most of the irrigation occurs in Nigeria, Sudan, and the island of Madagascar.

Select five countries in Africa. Using class resources, list crops grown in each of the countries.

_____ name	_____ name	_____ name	_____ name	_____ name

 **Bonus**

What does a country need in order for more farmland to be irrigated?



Mineral Resources

Almost every mineral known can be found somewhere on the continent of Africa. Much of the money African countries earn comes from the sale of these minerals or products made from the minerals to other countries.

Use class resources to find the major mineral resources found in the following African countries:

Nigeria: _____

Libya: _____

South Africa: _____

Zambia: _____

Algeria: _____

Democratic Republic of the Congo: _____

Bonus

How has an inadequate transportation system in many parts of Africa slowed development of these natural resources?

Agriculture, Service, and Industry

A country uses its natural resources to generate income. It might raise crops and livestock to sell (agriculture), manufacture goods to sell (industry), or provide services people need (service). Examples of service industries include construction, transportation, and medical care.

The percentage of income coming from these three income sources is not the same for every country in Africa. Use the graph to answer the following questions about a few African countries:

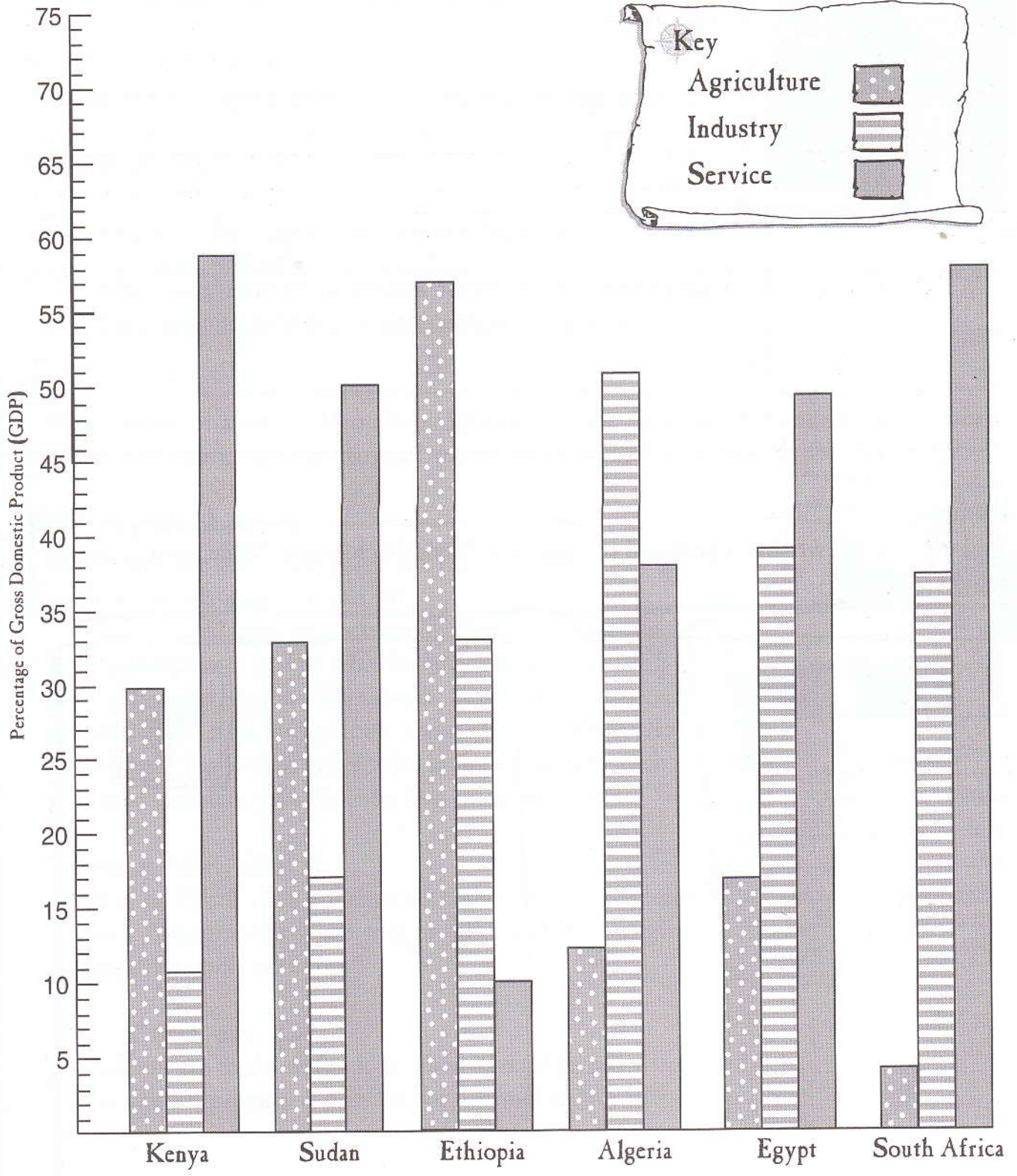
1. Which country has the largest percentage of its income coming from
agriculture? _____
industry? _____
service? _____
2. Which country has the least percentage of its income coming from
agriculture? _____
industry? _____
service? _____
3. South Africa is considered a developed country. Ethiopia is a developing country. Compare the sources of income for these two countries. How are they alike? How are they different?

Bonus

Name a manufactured product, an agricultural product, and a service provided in the state in which you live.

Name _____

Comparing Income Sources



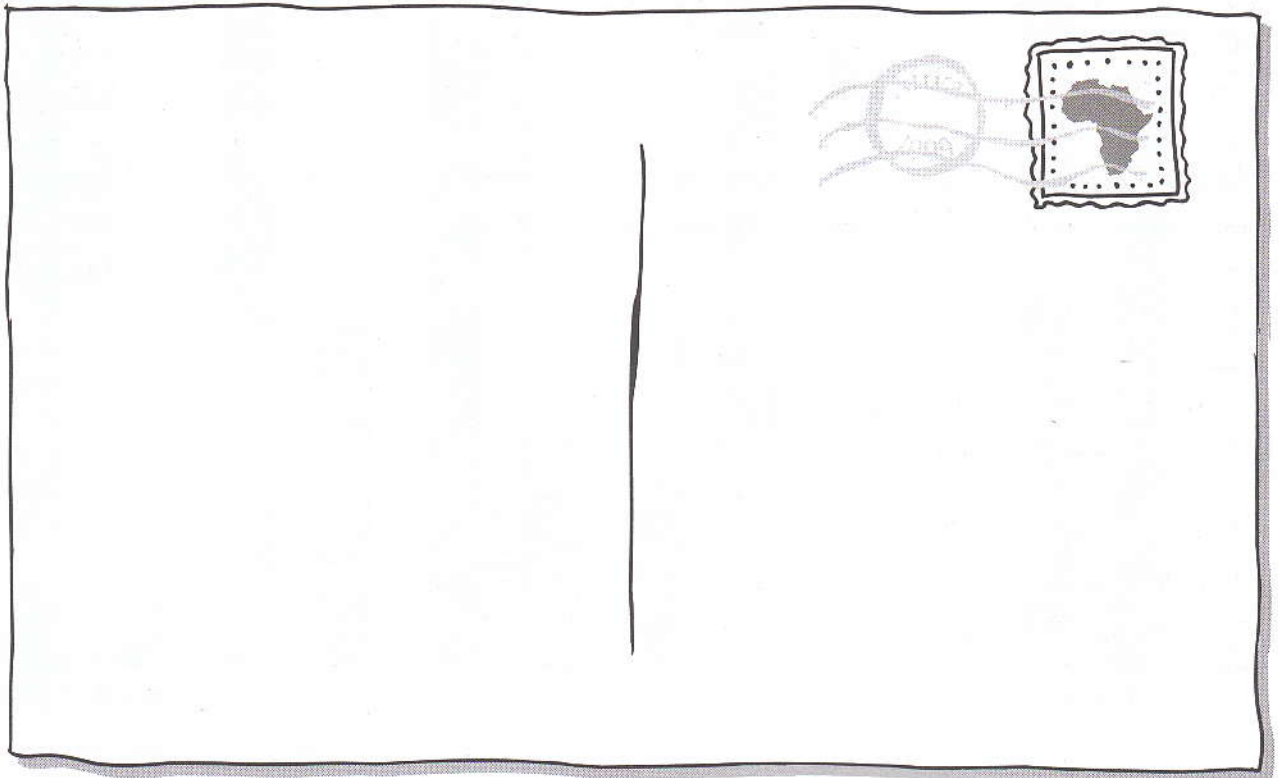
Name _____

An African Vacation

Imagine you are planning a trip to Africa. Which region would you choose to visit? Why would you want to visit there?

Bonus

Pretend you are writing a postcard to your best friend back home. What would you say on the card?



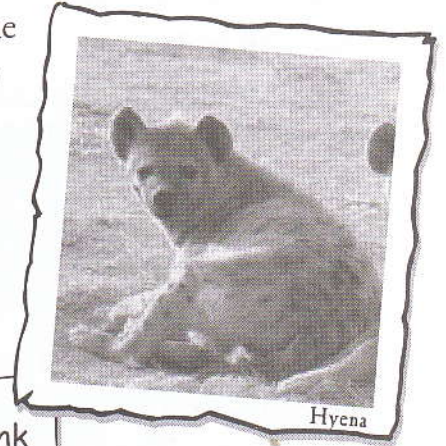
A large rectangular box representing a postcard. On the right side, there is a stamp of the African continent and a circular postmark with wavy lines.

African Animals

Each region of Africa has its own unique animals. Some of the animals in Africa do not exist anywhere else on Earth. In this section students will learn about many of these animals.

Introductory Activities

Begin by challenging students to name the African animals they know. List them on a chart and write a descriptive phrase after each name.



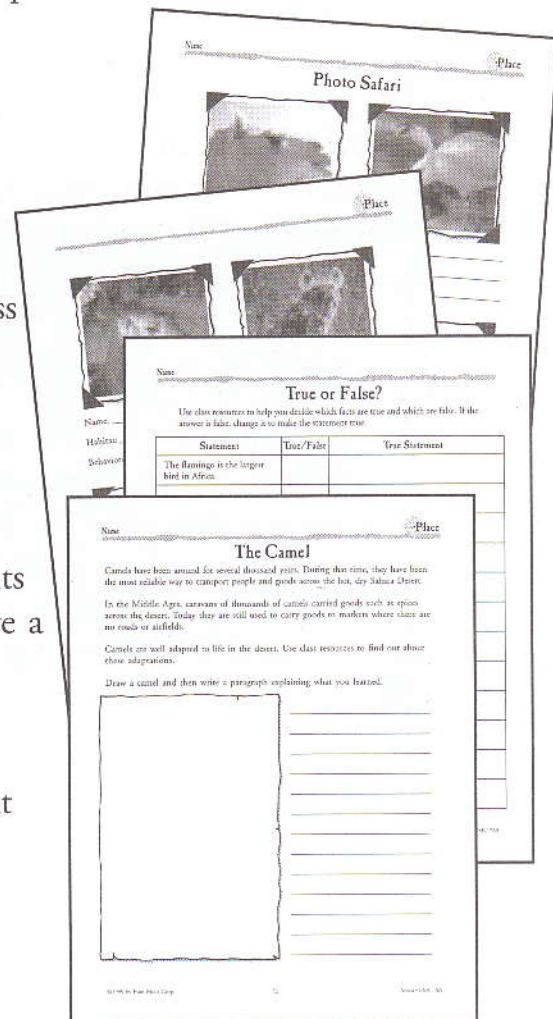
elephant-the biggest land mammal, big ears and a long trunk
lion-large wild cat, lives in a pride
zebra-black and white stripes, looks kind of like a horse
flamingo-pink bird with a long neck and long legs

Share books or show a video about African animals. Discuss information learned from these sources and add new animal names and descriptive phrases to the chart.

Wild Animals of Africa

Reproduce the following pages for each student:

- Photo Safari, pages 49 and 50
"Photo Safari" asks students to imagine they have just returned from a photo safari in Africa and are putting their photographs in a scrapbook. Send students to class resources to find information about the animals in the "photos." Have them name the animals, identify each animal's habitat, and describe two of its behaviors.
- True or False?, page 51
"True or False?" asks students to determine if statements about African animals are true or false, and then to give a reason for each selection.
- The Camel, page 52
Students are to do research to discover and record what characteristics make it possible for a camel to live in the desert.



Endangered Animals

Animals in Danger

Reproduce page 53 for each student. As a class, brainstorm a list of African animals that students think are endangered. Record these on a chart. Then have students use class resources to find animals that are actually endangered. (These are to be listed on the student's activity page.) Compare student lists to the chart. Mark out any animals on the class chart that are not endangered.

Have each student create a poster informing people about one endangered animal.

Game Reserves

Reproduce page 54 for each student. Explain that many African countries are searching for ways to protect their endangered animals. One way this is being done is by the establishment of game reserves. The goal of these reserves is to provide a place where animals can live in safety. Have students use class resources to find out about some of these reserves and then complete the activity. Allow time for students to share what they learn with the class.

African Animal Report

Reproduce page 55 for each student. Students choose one interesting African animal and use class resources to locate information about the animal. They are to record what they learn on their note takers and then synthesize what they have learned into an oral or written report.

Name _____ Place _____

Animals in Danger

Africa is home to some of the world's most unique wildlife. Much of that wildlife is threatened today. Population pressure, habitat destruction, hunting, and poaching are all encroaching on the habitats of many types of animals.

Use class resources to create a list of African animals that are endangered.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What animal in your own country are endangered?

©1999 by Evan-Moor Corp.

Name _____ Relationships within Places _____

Game Reserves

Use class resources to find out about three African animal reserves. Record the information you find in this chart.

Name of the Reserve	Location	Animals/Animals in the Reserve

Name _____ Place _____

Animal Report Note Taker

Draw the animal here:

Physical characteristics:

Where does it live?

What does it eat?
How does it acquire its food?

How does it protect itself?

Describe its life cycle.

The _____ is/are not endangered.

©1999 by Evan-Moor Corp.



Photo Safari



Name: Dromedary

Habitat: _____

Facts: _____



Name: Flamingo

Habitat: _____

Facts: _____



Name: Gorilla

Habitat: _____

Facts: _____



Name: Giraffe

Habitat: _____

Facts: _____



Name: Okapi

Habitat: _____

Facts: _____



Name: Hyena

Habitat: _____

Facts: _____



Name: Chimpanzee

Habitat: _____

Facts: _____



Name: Lion

Habitat: _____

Facts: _____

Name _____

True or False?

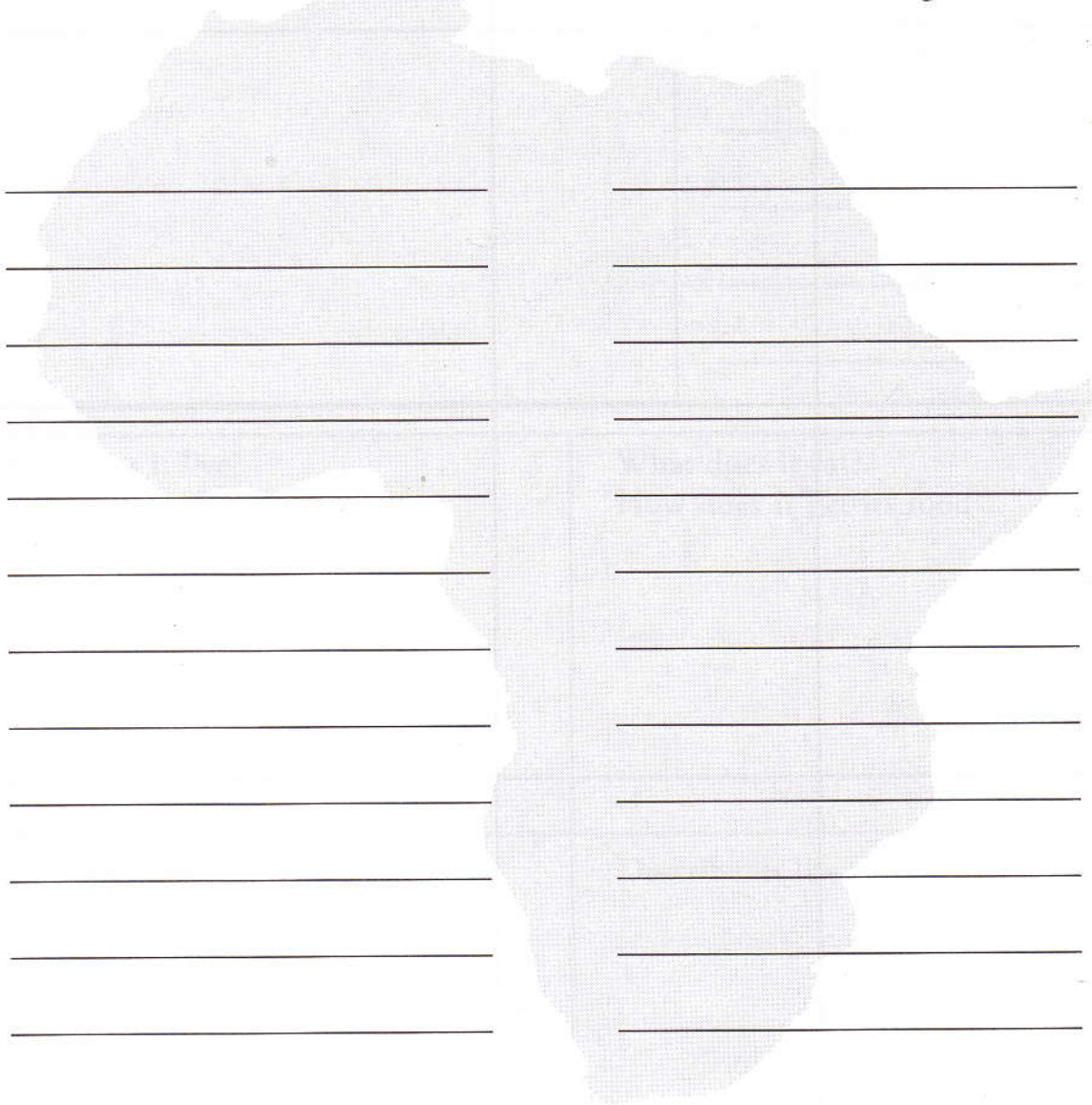
Use class resources to help you decide which facts are true and which are false. If the answer is false, change it to make the statement true.

Statement	True/False	True Statement
The flamingo is the largest bird in Africa.		
Chimpanzees are vegetarians.		
The lioness does most of the hunting for the pride.		
African elephants are larger than Asian elephants.		
A pangolin is a type of reptile.		
The cheetah is the fastest cat in Africa.		
Camels store water in their humps.		
An okapi grazes on grass.		
Adult gorillas live alone.		
The skin of a chameleon can change colors.		
A hippopotamus can stay underwater for a long time.		
An aardvark lives in a tree.		

Animals in Danger

Africa is homeland to some of the world's most unique wildlife. Much of that wildlife is threatened today. Population pressure, habitat destruction, hunting, and poaching are all encroaching on the habitats of many types of animals.

Use class resources to create a list of African animals that are endangered.

 **Bonus**

What animals in your own country are endangered?

Name _____

Game Reserves

Use class resources to find out about three African animal reserves. Record the information you find on this chart.

Name of the Reserve	Location	Animal/Animals in the Reserve

 **Bonus**

Find out about how endangered animals are being protected in your own country.

Name _____

Place _____

Animal Report Note Taker

Name of animal _____

Draw the animal here.

Physical characteristics:

- _____
- _____
- _____
- _____
- _____

Where does it live?

What does it eat?
How does it get its food?

How does it protect itself?

Describe its life cycle.

The _____ is/is not endangered.

The People

Africa is considered the place where the first humans lived and learned to use tools. Today millions of people live there. It is a continent of many different ethnic groups and cultures. It is a continent where many changes are occurring. This section will introduce students to some of the people and some of the changes.

The People of Africa

Introduction

Invite speakers from Africa or of African descent to speak to the class. Prepare students for speakers by planning questions to ask. Appoint several students to record questions asked and answers received. Follow up the visit by writing thank-you letters.

Africa's Ethnic Groups

Reproduce page 58 for each student. As a class, read and discuss the information page. Students then use class resources to find out about several African ethnic groups.

Changes

Reproduce pages 59 and 60 for each student. As a class, read and discuss the information on page 59. Help students understand the concept of "less developed," "developing," and "developed" countries. Discuss what type of infrastructure is needed for these changes to occur (need a fairly stable economy, roads and train tracks, access to adequate electricity and water supplies, etc.). Students then complete the activity independently.



Need **Place** **Movement**

Africa's Ethnic Groups

Africa is a huge continent with a wide variety of ethnic groups. Each group has its own history, customs, and norms. Some groups have populations of hundreds of thousands. Other groups have only a few thousand members.

Africans live along the coasts, in valleys along rivers, and on grasslands. Some live in great cities. Others live in small towns. Many live in tiny villages. Some people use a few ethnic groups will use in traditional ways.

Over 500 languages are spoken in Africa. Many people speak a European language such as English or French as well as their native language.

Use class resources to find interesting facts about the different ethnic groups. People Tell

Changes

While the majority of Africans still raise crops and livestock, this way of life is changing. People who have been hunters and herders for generations have begun to move to towns and cities. There the farmers and herders work as bus drivers, shopkeepers, nurses, students, and factory workers. As education becomes more widespread, people are becoming teachers, doctors, politicians, and businesspeople.

Economic development has been slowed by inadequate transportation systems. Most countries rely on road networks centered largely in the coastal areas. With the exception of a few countries, the roads in Africa link neighboring countries.

While countries are changing in people move for independence for their particular ethnic group. It is a land where many people have serious problems: heat, drought, and disease in some, but it is also a land of great opportunities.

Need **Movement**

Developed and Developing Countries

Use class resources to help you answer these questions:

1. What is a developed country?
2. What is a developing country?
3. What kind of transportation are used in less developed countries?
4. What kind of transportation are used in developed countries?
5. What are some of the differences between towns in a less-developed country and those in a developed country?
6. How has communication changed as African countries have become more developed?

Define

What does a country need in order to have cars, buses, trains, and airplanes? Have students plan to use the following questions to write a paragraph to tell.

Information Graph

Reproduce page 61 for each student and also make an overhead transparency of the page. Show the transparency as you ask students questions about the population of people in various African countries. Challenge students to find reasons for the differences in the population sizes among the various countries.

People Report

Reproduce page 62 for each student. Challenge students to work in small groups, using a resource book to find the names of as many African ethnic groups as they can in a set period of time (15–30 minutes). Then list on the chalkboard the groups found. Have each student select one group to learn more about. Students use class and library resources to find information, record information on their note takers, and then synthesize the information into an oral or written report. Provide time for students to share what they've learned with the rest of the class.

African Music and Art Forms

Reproduce the following pages for each student:

- ♦ African Music, page 63

Check your school and public libraries for tapes or CDs of traditional African music. Share the music as you read and discuss the information on page 63. Have students study the pictures of instruments. Then ask them to explain how the instrument is played (plucked, shaken, beaten, blown).

- ♦ African Art Forms, page 64

Collect books of African art from the library. Share pictures of the various art forms (pottery, metal work, beads, baskets, fabrics). As a class, discuss the information on page 64. Extend the activity by providing clay and weaving materials for students to explore.

Information Graph
Information about a continent is often presented in the form of a graph. Study this graph to answer questions about one of the African countries.

Continent/Country	Population (1997)
Africa	~35,000,000
Egypt	~55,000,000
Madagascar	~10,000,000
East Asia	~35,000,000
Peru	~20,000,000
Australia	~15,000,000

1. Which country has the largest population?
2. Which country has the smallest?

People Report Note Taker

Name: _____

What does this group live? _____

What language do they speak? _____

Does it be the region? _____

What are their homes like? _____

Describe some of their customs. _____

What are some of the ways they earn a living? _____

Draw a picture to show a typical family and their home.

African Music

Music has always been an important part of African life. Traditionally music was a part of all ceremonial and social events. When groups of the same ethnic or cultural group came together, music and dance were a large part of the event. Music was even a part of group work experience.

When Africans worked or other common, they used their music to lighten work then music became a part of American music as the basis of gospel music, jazz, and the blues.

Music and dance are still a strong part of ceremonial life in African cultures.

How do you think each of these instruments is played?

African Art Forms

Beakers, pottery, beads, metal pieces, and fabric are examples of Africa's beautiful arts. Traditionally their creators were functional items for daily use. Many of these items are still produced. Today some of the items produced are worn or used as household goods and decorations. Many are sold as art objects.

Exotic carved masks and figures were originally created for use in rituals. Today you will find them in galleries and museums featuring fine African art.

Think of something you see that could be considered a work of art. Describe it or draw it here.

Africa's Ethnic Groups

Africa is a huge continent with a wide variety of ethnic groups. Each group has its own history, culture, and customs. Some groups have populations of hundreds of thousands. Other groups have only a few thousand members.

Africans live along the coasts, in valleys along rivers, and on grasslands. Some live in great cities. Others live in small towns. Many live in tiny villages. Some people are nomads, moving around with no settled homes. In African deserts and rainforests, a few ethnic groups still live in traditional ways.

Over 1000 languages are spoken in Africa. Many people speak a European language such as English or French as well as their native language.

Use class resources to find interesting facts about the following African people. Tell where they live and write an interesting fact about them.

Maasai _____

Egyptian _____

Nigerian _____

Mbuti _____

San _____

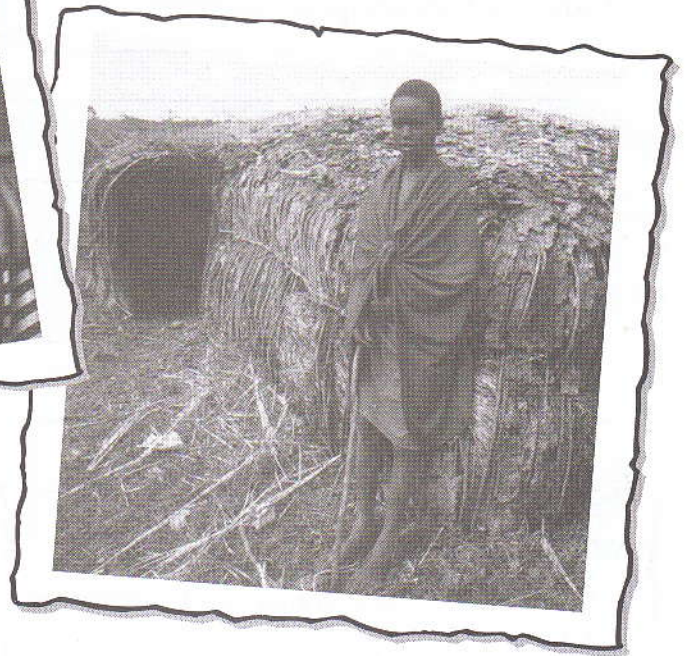
Taureg _____

Changes

While the majority of Africans still raise crops and livestock, this way of life is changing. People who have been hunters and herders for generations have begun to move to towns and cities. There the hunters and herders work as housekeepers, shopkeepers, miners, soldiers, and factory workers. As education becomes more widespread, people are becoming teachers, doctors, politicians, and businesspersons.

Economic development has been slowed by inadequate transportation systems countrywide. Most countries rely on road networks composed largely of dirt roads. Road networks generally link the interior of a country to the coast. With the exception of the most developed countries, few roads in Africa link neighboring countries.

Whole countries are changing as people strive for independence for their particular ethnic group. It is a land where many people have serious problems (war, drought, and disease) to solve, but it is also a land of great opportunities.



Developed and Developing Countries

Use class resources to help you answer these questions:

1. What is a developed country? _____

2. What is a developing country? _____

3. What kinds of transportation are used in less-developed countries?

4. What kinds of transportation are used in developed countries? _____

5. What are some of the differences between homes in a less-developed country and those in a developed country?

6. How has communication changed as African countries have become more developed?

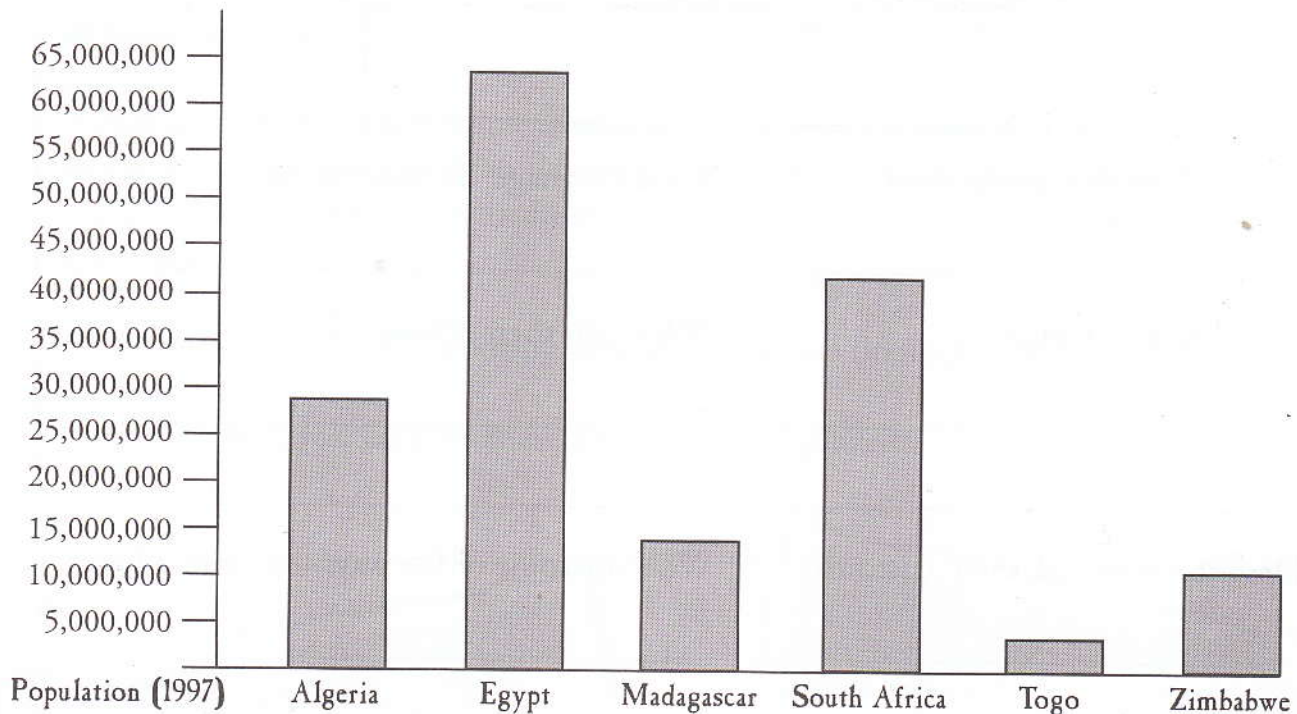
 **Bonus**

What does a country need in order to...

- use cars, buses, trains, and airplanes?
- have indoor plumbing?
- use electrical appliances?
- manufacture goods to sell?

Information Graph

Information about a continent is often presented in the form of a graph. Study this graph to answer questions about some of the African countries.



1. Which country has the largest population? _____
2. Which country has the smallest population? _____
3. What is the population difference between Egypt and Zimbabwe? _____
4. What is the population difference between Togo and South Africa? _____

Bonus

Use an almanac to:

- find the African country with the largest population
- find the African country with the smallest population

Add these figures to the graph.

People Report Note Taker

Name of ethnic group

Where does this group live?

What language do they speak?

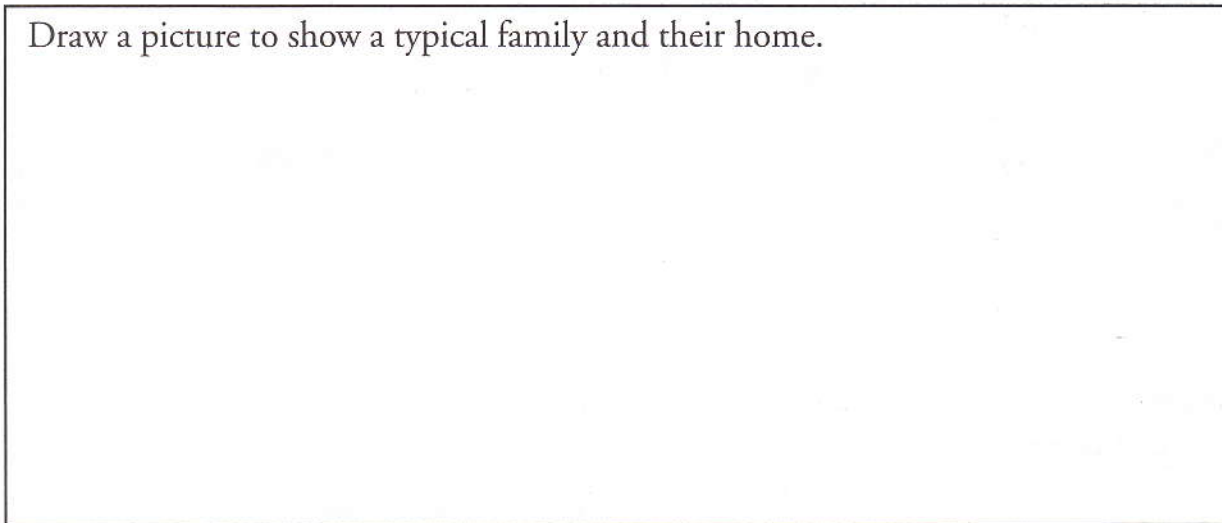
Describe the region.

What are their homes like?

Describe some of their customs.

What are some of the ways they earn a living?

Draw a picture to show a typical family and their home.



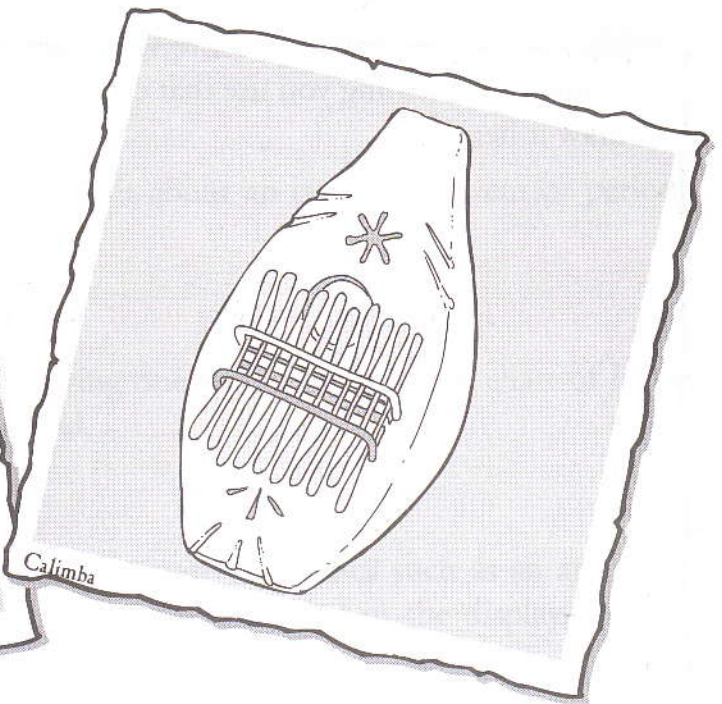
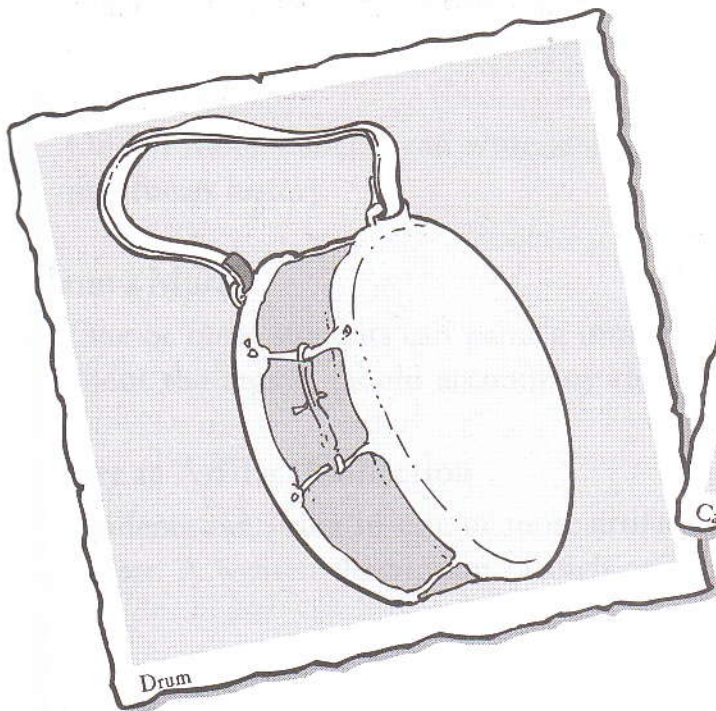
African Music

Music has always been an important part of African life. Traditionally music was a part of all ceremonial and social events. When people of the same ethnic or cultural group came together, music and dance were a large part of the event. Music was even a part of group work experiences.

When Africans moved to other continents, they took their music tradition with them. In the Americas, black African slaves sang traditional African music. Over time this music became a part of American music as the basis of gospel music, jazz, and the blues.

Music and dance are still a strong part of ceremonial life in African cultures.

How do you think each of these instruments is played?

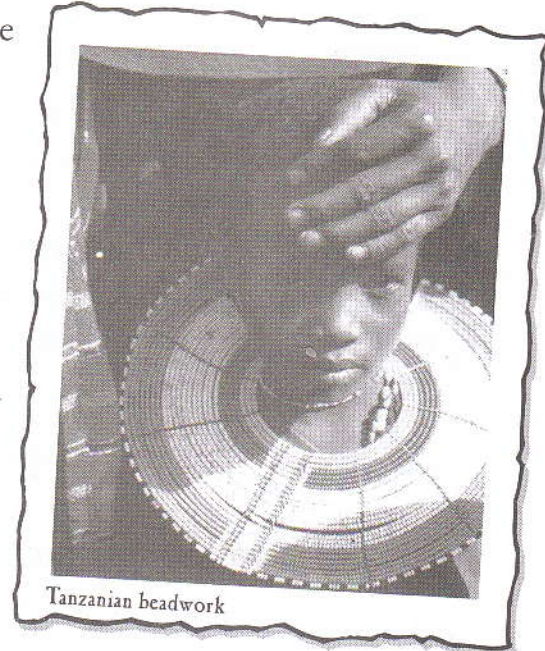


Name _____

African Art Forms

Baskets, pottery, beadwork, metal pieces, and fabric are examples of Africa's beautiful artwork. Traditionally these creations were functional items for daily use. Many of these same crafts are still practiced. Today some of the items produced are worn or used as household goods and decorations. Many are sold as art objects.

Exotic carved masks and figures were originally created for use in rituals. Today you will find them in galleries and museums featuring fine African art.



Tanzanian beadwork

Bonus

Think of something you use that could be considered a work of art. Describe it or draw it here.

Celebrate Learning

Choose one or all of the following activities to celebrate the culmination of your unit on Africa. Use the activities to help assess student learning.

Have a Portfolio Party

Invite parents and other interested people to a “portfolio party” where students will share their completed portfolios, as well as other projects about Africa.

Write a Book

A student can make a book about Africa. It might be one of the following:

- an alphabet book of African people, places, or plants and animals
- a dictionary of words pertaining to Africa
- a pop-up book of the unique animals of Africa

Conduct an Interview

A student can interview someone from Africa or someone who has visited there.

The interview could be in person, written about, or videotaped to share with the class.

Create a Skit

One or more students can write and present a skit about an interesting event or period in African history.

Paint a Mural

One or more students can paint a mural showing one region of Africa. A chart of facts about the region should accompany the mural.

Share an Artifact Collection

Students can bring in one or more artifacts representative of Africa such as an art object. A written description of each artifact should be included in the display.



Note: Reproduce this form for each student. Use it throughout the unit to record basic information. (See page 6.)

Name _____

Africa

Relative location _____	Largest country by population _____
Number of countries _____	_____
Continent land area _____	Smallest country by population _____
Largest country by area _____	_____
_____	Highest point _____
Smallest country by area _____	Lowest point _____
_____	Longest river _____
Continent population _____	Largest island _____

Interesting facts about the continent's regions:

- * _____
- * _____
- * _____
- * _____
- * _____

Interesting facts about the people:

- * _____
- * _____
- * _____
- * _____
- * _____

Interesting facts about the plant and animal life:

- * _____
- * _____
- * _____
- * _____
- * _____

- * _____
- * _____
- * _____
- * _____

Name _____

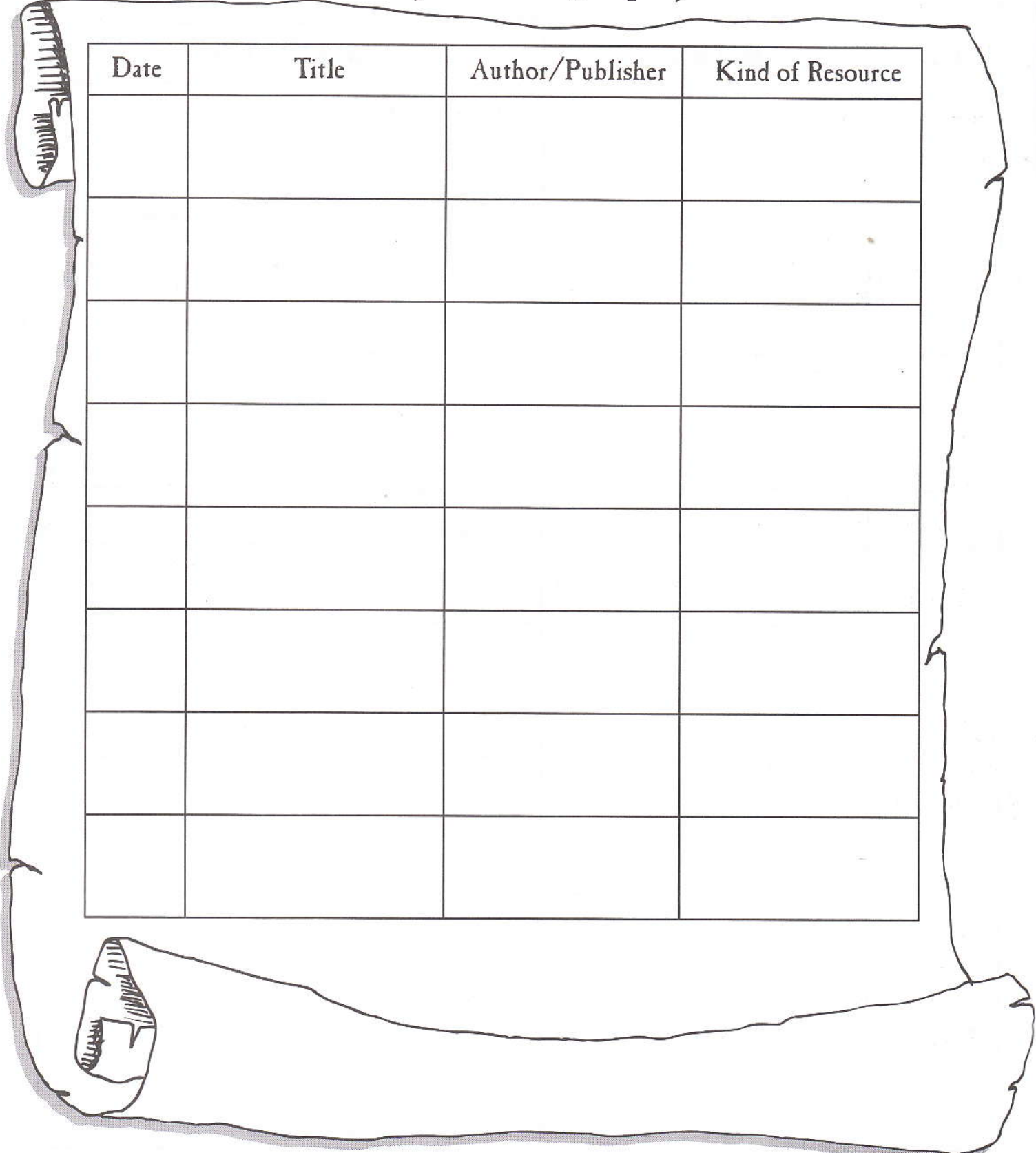
What's Inside This Portfolio?

Date	What It Is	Why I Put It In

Note: Reproduce this form for each student. (See page 6.)

Name _____

My Bibliography



Date	Title	Author/Publisher	Kind of Resource

Search

What is the longest river in Africa?

How long is it?



Search

What is the largest lake in Africa?

In what country or countries is it located?



Search

Which African country has three capital cities?

Name the cities and their functions.



Search

What is the highest mountain in Africa?

How tall is it?



Search

What countries in Africa touch the Mediterranean Sea?



Search

What is the name of the cape at the southern tip of Africa?



Search

What is the biggest difference between a dromedary camel and a bactrian camel?



Search

Name this animal and tell where it is found.



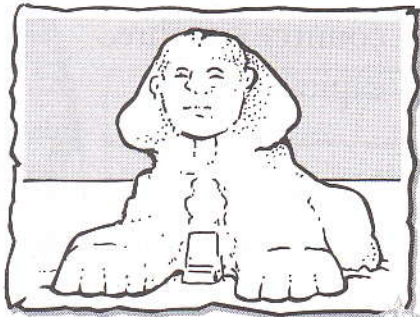
Search

Name the large island country in the Indian Ocean off the coast of Africa.



Search

Name this monument. In which country is it found?



10

Search

Which African countries does the equator pass through?

11

Search

What is the lowest point in Africa?

What is its elevation?

12

Search

In what ocean will you find the island of Madagascar?

13

Search

Which of these three countries has the smallest land area: Eritrea, South Africa, or Togo?

14

Search

What animal is called the "ship of the desert"?

How is it used?

15

Search

What desert covers a large part of Botswana?

16

Search

What river forms one of the borders between Congo and Democratic Republic of the Congo?

17

Search

Where does the lowest amount of rainfall in Africa occur?

18

Search

What are the ancient tombs of Egyptian kings called?

19

Search

Is Africa larger or smaller in land area than Asia?

20

Search

Which of these lines of latitude run through Africa?

equator
Tropic of Cancer
Tropic of Capricorn

21

Search

Which oceans and seas border Africa?

22

Search

The largest desert in the world is in Africa. What is the desert's name?

23

Search

How many countries (including island countries) are there in Africa?

24

Search

On what river will you find the Victorian Falls?

25

Search

Why is Olduvai Gorge important to archaeologists?

26

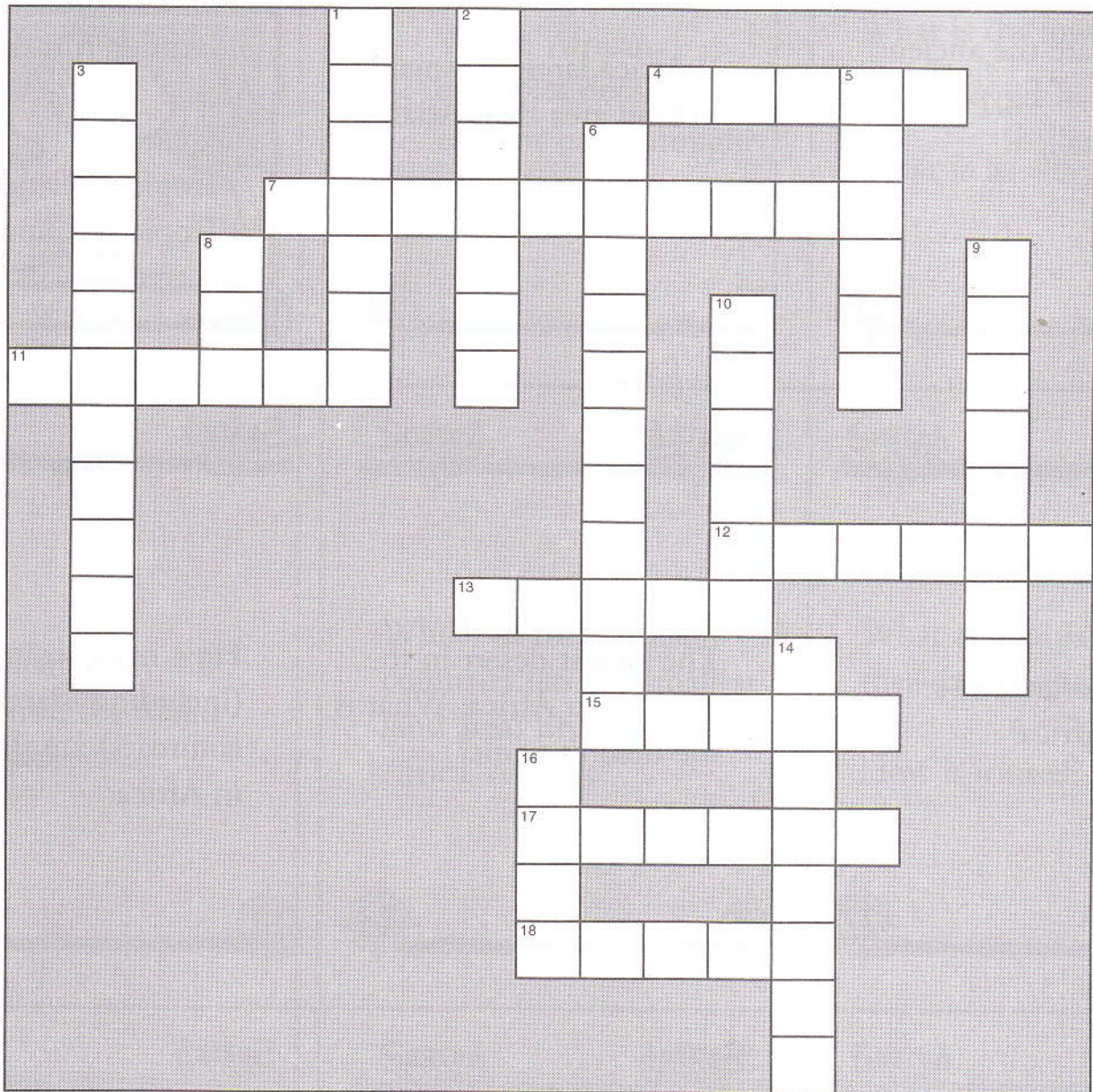
Search

What is the name for a place with water and plants growing in a desert?

27

Name _____

Africa



Word Box

Africa	Kilimanjaro	Sahara
Atlantic	Madagascar	savanna
desert	Nile	Sea
Egypt	nomads	south
equator	oasis	Sudan
Indian	rainforests	Victoria



Across

4. the African country with the greatest land area
7. a large island off the southeast coast of Africa
11. the largest desert in the world
12. a very dry region, often covered with sand, where few trees grow
13. a place in the desert where there are water and plants
15. the opposite of north
17. the ocean to the east of Africa
18. the country in northeastern Africa where you will find ancient pyramids

Down

1. a grassy plain with few trees
2. an imaginary line circling the Earth half-way between the north and the south poles
3. the highest mountain on the African continent
5. the second largest continent
6. places with many large trees and other plants where it rains almost every day
8. the large body of water to the north of Africa is the Mediterranean _____
9. Lake _____ is the largest lake in Africa
10. people who move from place to place to find food and pasture lands
14. the ocean to the west of the African continent
16. the longest river in the world

Africa

C O N G O S I E R R A L E O N E C H A D B S B D
 R P M T M X E A N G O L A G H A N A L H U A U E
 K E N Y A L R U P U L I O N Y A P E G T R O R M
 D S Y O U M I X R I H I P P O P O T E M U T K O
 K U T H R G T B G N I G E G Y P T H R A N O I C
 N D A R I A R P Y E D J I B O U T I I U D M N R
 U A P A T B E N O A R H Y E N A S O A R I E A A
 L N M T A O A A D M A Y O T T E W P S I A A F T
 I R O B N N N I G E R U G A N D A I O T C N A I
 B E E T I A T I G R G A M B I A Z A U I A D S C
 E A T N A T U N I S I A F A S O I G T U P P O R
 R E U N I O N M O R O C C O T Z L O H S E R N E
 I M G U I N E A B I S S A U A A A R A C V I A P
 A L E M U R C A M E R O O N F M N I F A E N M U
 W E S T E R N S A H A R A C R B D L R M R C I B
 T M A Z I M B A B W E N Z O I I R L I E D I B L
 O N S E N E G A L O R T E M C A P A C L E P I I
 G B O T S W A N A O W I B O L I B Y A M T E A C
 O C M A D A G A S C A R R R N S A M B U A Z B O
 S E Y C H E L L E S N T A O G S O M A L X A E F
 N O T A N Z A N I A D L E S O T H O L X I N N C
 N I G E R I A M O Z A M B I Q U E M A L I C I O
 E Q U A T O R I A L G U I N E A M A L A W I N N
 C E N T R A L A F R I C A N R E P U B L I C O G
 S O M A L I A K I L I M A N J A R O N I L E X O
 A F R I C A G O C O T E D I V O I R E S I M B A

Find these words:

Algeria	Democratic Republic of Congo	Libya	Senegal
Angola	Djibouti	Madagascar	Seychelles
Benin	Egypt	Malawi	Sierra Leone
Botswana	Equatorial Guinea	Mali	Somalia
Burkina Faso	Eritrea	Mauritania	South Africa
Burundi	Ethiopia	Mauritius	Sudan
Cameroon	Gabon	Morocco	Swaziland
Cape Verde	Gambia	Mozambique	Tanzania
Central African Republic	Ghana	Namibia	Togo
Chad	Guinea	Niger	Tunisia
Comoros	Guinea-Bissau	Nigeria	Uganda
Congo	Kenya	Rwanda	Western Sahara
Côte d'Ivoire	Lesotho	São Tomé and Príncipe	Zambia
	Liberia		Zimbabwe

Glossary

- absolute location (exact location)**—the location of a point that can be expressed exactly, for example, the intersection of a line of longitude and latitude.
- cape**—a piece of land that extends into a river, a lake, or an ocean.
- capital**—a city where a state or country's government is located.
- cardinal directions**—the four points of a compass indicating north, south, east, and west.
- climate**—the type of weather a region has over a long period of time.
- compass rose**—the drawing on a map that shows the cardinal directions.
- continent**—one of the main landmasses on Earth (usually counted as seven—Antarctica, Australia, Africa, North America, South America, Asia, and Europe).
- culture**—the shared way of life of a people including traditions, beliefs, and language.
- drought**—a long period without rain.
- equator**—an imaginary line that circles the Earth midway between the north and south poles, dividing it into two equal parts.
- ethnic group**—a group of people sharing the same origin and lifestyle.
- gulf**—a portion of an ocean or sea partly enclosed by land.
- hemisphere**—half of a sphere; one of the halves into which the Earth is divided—western hemisphere, eastern hemisphere, southern hemisphere, or northern hemisphere.
- immigrant**—a person who has come from one country to live in a new country.
- landform**—the shape, form, or nature of a physical feature on Earth's surface (mountain, mesa, plateau, hill, etc.).
- latitude**—the position of a point on Earth's surface measured in degrees, north or south from the equator.
- longitude**—the distance east or west of Greenwich meridian (0° longitude) measured in degrees.
- manufacture**—to make a useful product from raw materials.
- meridian**—an imaginary circle running north/south, passing through the poles and any point on the Earth's surface.
- North Pole**—the northernmost point on Earth; the northern end of the Earth's axis.
- nomads**—members of an ethnic group that moves from place to place to find food for its people or livestock.
- oasis**—a fertile spot in a desert where there is water.
- plain**—a flat or level area of land not significantly higher than surrounding areas and with small differences in elevation.
- plateau**—an area of land with a relatively level surface considerably raised above adjoining land on at least one side.

Prime meridian (Greenwich meridian)—the longitude line at 0° from which other lines of longitude are measured.

population—the total number of people living in a place.

rainforest—a dense forest found in wet, tropical regions.

relative location—the location of a point on the Earth's surface in relation to other points.

resource—substances or materials that people value and use; a means of meeting a need for food, shelter, warmth, transportation, etc.

rural—relating to the countryside.

savanna—a tropical grassland with scattered bushes and trees.

scale—an indication of the ratio between a given distance on the map to the corresponding distance on the Earth's surface.

South Pole—the southernmost point on Earth; the southern end of the Earth's axis.

strait—a narrow passage of water connecting two large bodies of water.

symbol—something that represents a real thing.

Tropic of Cancer—an imaginary line around the Earth north of the equator at the 23.5°N parallel of latitude.

Tropic of Capricorn—an imaginary line around the Earth south of the equator at the 23.5°S parallel of latitude.

urban—relating to cities.



Answer Key

page 17

1. a camel—It was used to transport people and trade goods.
2. a place in the desert with a water supply and plant life; provides water and a place to rest for travelers and animals crossing the desert
3. dates from oasis palms, cheese made from goat and camel milk, trade for food at oasis villages
4. Answers will vary, but could include: must be heat and drought tolerant; some plants have long roots that reach deep into the soil toward underground water; some take in water through their leaves; some plants are dormant until there is rain and then grow rapidly
5. Answers will vary.
6. Answers will vary.

page 19

1. over 100 inches (250 cm) per year
2. forest floor—very little light, some ferns, mostly fungi, rotting wood, and leaves
understory—dim light, mostly young trees and shrubs
canopy—dense and tangled green blanket many feet above ground, abundant flowers, fruits, and animal life
emergent layer—tallest trees, used by birds and monkeys
3. Congo River—Answers will vary, but could include: Kwa, Alima, Sangha, Ruki, Lulonga, Mongala, Itimbiri, Lomami, Aruwimi, Lindi, Lowa, Elila
4. Answers will vary.
5. Answers will vary.
6. Answers will vary, but could include: cut down for lumber, cut or burned down to plant crops

page 21

1. Water holes and river beds fill with water and plants grow. It is a time of abundant food and water for wildlife.
2. There is no rain for months, plants die, and waterholes dry up. Animals have difficulty finding enough food and water.
3. aardvark—an insect-eating mammal with big ears and a long, sticky tongue
gnu—a large, stocky antelope with a big head, a short mane, and horns that curve down
kudu—a large, slender antelope with long, twisted horns and vertical white stripes on its sides
gazelle—a slender four-legged mammal with a broad dark stripe down its sides and a white belly
4. Answers will vary.
5. the acacia tree

page 29

1. Eritrea
2. Uganda
3. Togo
4. Egypt
5. Lesotho
6. Tanzania

page 30

- A.
1. United Republic of Tanzania
 2. Federal Islamic Republic of the Comoros
 3. Republic of the Congo
 4. Arab Republic of Egypt
 5. State of Eritrea
 6. Gabonese Republic
 7. Socialist People's Libyan Arab Jamahiriya
 8. Islamic Republic of Mauritania

B.

- | | | |
|----------------------|---|----------------------------------|
| 1. Dahomey | → | Zimbabwe |
| 2. Southern Rhodesia | → | Ghana |
| 3. Zaïre | → | Côte d'Ivoire |
| 4. Ivory Coast | → | Burkina Faso |
| 5. Gold Coast | → | Benin |
| 6. Upper Volta | → | Democratic Republic of the Congo |

page 34

- A.
1. Dakar, Banjul, Bissau, Conakry, Freetown, Monrovia, Abidjan, Ouagadougou, Accra
 2. Lomé, Porto-Novo, Lagos, Yaoundé, Bangui, Malabo, Libreville, São Tomé, Brazzaville, Kinshasa, Kampala, Nairobi, Kigali, Bujumbura, Dar es Salaam
 3. São Tomé and Príncipe

B.

1. Dar es Salaam, Tanzania
2. Nairobi, Kenya
3. Dakar, Senegal
4. Kigali, Rwanda
5. Accra, Ghana
6. Kampala, Uganda

page 41

- Answers will vary, but could include:
- Natural Resources—gold, coal, iron ore, natural gas, petroleum, uranium
Crops and Livestock—corn, wheat, beef, poultry, dairy products
Manufactured Goods—textiles, iron and steel, chemicals, fertilizers

page 43

- Answers will vary, but could include:
- Nigeria—tin, coal, iron ore, limestone
Libya—petroleum, gypsum
South Africa—gold, iron ore, diamonds, copper, uranium
Zambia—copper, zinc, emeralds, uranium
Algeria—iron ore, phosphates, zinc, lead
Democratic Republic of the Congo—cobalt, copper, petroleum, gold, silver, manganese

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Books about Africa

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- Africa* (Cultural Atlas for Young People) by Dr. Jocelyn Murray; Facts on File, Inc., 1990.
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- African Wildlife* by Warren J. Halliburton; Crestwood House, 1992.
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- Dropping In On Egypt* (A Geography Series) by Lewis K. Parker; Rourke Book Company, Inc., 1994.
- Dropping In On Kenya* (A Geography Series) by David C. King; Rourke Book Company, Inc., 1995.
- East Africa* (Country Fact Files) by Rob Bowden, Tony Binns, and Robert Bowden; Raintree Steck-Vaughn Publishers, 1998.
- Egypt* (Country Fact Files) by Emma Loveridge; Raintree Steck-Vaughn Publishers, 1997.
- Expanding Deserts* by Paula Hogan; Gareth Stevens Children's Books, 1991.
- Exploring Africa* by Hazel Mary Martell and Gerald Wood; Peter Bedrick Books, 1997.
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- Jungles & Rainforests* (Science Nature Guides) by John A. Burton; Thunder Bay Press, 1996.
- Ogbo: Sharing Life in an African Village* by Ifeoma Onyefulu; Gulliver Books, 1996.
- Sahara: Vanishing Cultures* by Jan Reynolds; Harcourt Brace Jovanovich, Publishers, 1991.
- Southern Africa* (Country Fact Files) by Nick Middleton; Raintree Steck-Vaughn Publishers, 1995.
- West Africa* (Country Fact Files) by Rob Bowden, Tony Binns, and Robert Bowden; Raintree Steck-Vaughn Publishers, 1998.
- Zimbabwe* by Patricia Barnes-Svarney; Chelsea House Publishers, 1999.

General Reference Books

(Maps and atlases published before 1997 may not have the latest changes in country names and borders, but they will still contain much valuable material.)

- Atlas of Continents*; Rand McNally & Company, 1996.
- National Geographic Concise Atlas of the World*; National Geographic Society, 1997.
- National Geographic Picture Atlas of Our World*; National Geographic Society, 1994.
- The Reader's Digest Children's Atlas of the World*; Consulting Editor: Colin Sale; Joshua Morris Publishing, Inc., 1998.
- The World Almanac and Book of Facts 1998*; Editorial Director: Robert Famighetti; K-III Reference Corporation, 1997.

Technology

CD-ROM and Disks

Encarta® Encyclopedia; ©Microsoft Corporation (CD-ROM).

MacGlobe & PC Globe; Broderbund (disk).

Where in the World Is Carmen Sandiego?; Broderbund (CD-ROM and disk).

World Fact Book; Bureau of Electronic Publishing Inc. (CD-ROM).

Zip Zap Map; National Geographic (laser disc and disk).

Websites

Research sites on the World Wide Web that supplement the material in this resource book.
Recommend approved sites to your students.

Check this site for information on specific countries:

CIA Fact Book—www.odci.gov/cia/publications/factbook/country-frame.html



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Grade 1	EMC 3710	Grade 4	EMC 3713
Grade 2	EMC 3711	Grade 5	EMC 3714
Grade 3	EMC 3712	Grade 6	EMC 3715

Maps & More

Maps of the USA

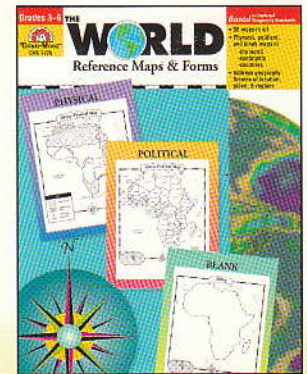
Geopolitical maps of each of the fifty states; political maps of the six regions; and political, physical, and thematic maps of the United States. You'll also find fun facts, geography bee-type questions, and review pages. Also included are evaluation forms, a crossword puzzle, a word search, and an answer key. Grades 1–6, 128 pp. **EMC 3721**

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Maps of the USA
EMC 3721



The World—Reference
Maps and Forms
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South America	EMC 764	Antarctica	EMC 768
Australia	EMC 765	Africa	EMC 769
Asia	EMC 766		



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