

Section 1



AFRICA

Geographical Understandings

CHAPTER 1

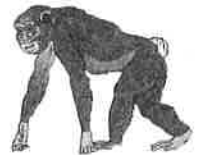
SS7G1 The student will locate selected features of Africa.

- Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.*
- Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.*

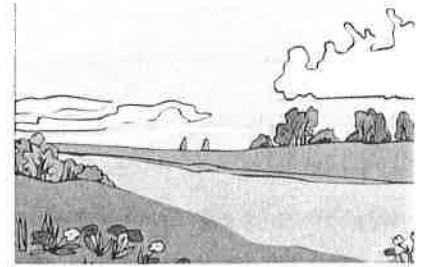
Physical Features of Africa

The vast continent of Africa has a variety of landforms. Keep reading to learn about some of the physical features that make Africa such an interesting place!

- The **Sahara** is the world's largest hot desert, covering most of Northern Africa. It stretches from the Red Sea to the outskirts of the Atlantic Ocean. In the south, it stretches to the Sahel.
- The **Sahel** is the transition zone south of the Sahara and north of the equator that separates the Sahara from tropical rain forests. It has become more of a desert in recent years. Djenne and Timbuktu are part of the Sahel.
- The **savanna** is the picture of Africa you see in the movies, with rolling grassland and scattered trees and shrubs. The most famous savanna is the Serengeti, straddling the borders of Kenya and Tanzania. There are 4.5 million square miles of savannas in Africa.
- The central African **tropical rainforest** in the Democratic Republic of the Congo is the second largest rainforest in the world. About 90 percent of West African coastal rainforests have been deforested because of logging, road building, and poor farming.
- Flowing through west central Africa, the **Congo River** is the second longest river in Africa, and the fifth longest river in the world. It crosses the equator twice and is surrounded by rainforest.
- The **Nile River** is the world's longest river (4150 miles). It flows northward out of the mountains of central Africa through eastern Africa into the Mediterranean Sea.



- The **Niger River** is the principal river of western Africa. It flows into the Atlantic Ocean. Five west African nations depend on it for their water.
- The **Atlas Mountains** are a range in northern Africa between the Mediterranean Sea and the Sahara Desert. They are located in Morocco, Northern Algeria and Tunisia.
- The **Kalahari Desert** is a large, arid to semi-arid sandy area in southern Africa covering much of Botswana and parts of Namibia and South Africa. Its dunes range from 20 to 200 feet high and can be 50 miles long.
- **Lake Tanganyika** is the longest lake as well as the second-deepest lake in the world. It lies in central Africa between Tanzania and Congo in the Great Rift Valley.
- **Lake Victoria** is a headwaters reservoir for the Nile River and the largest lake in Africa. It's the second largest freshwater lake in the world and is quite shallow. Kenya, Tanzania, and Uganda border it.



Map Skill-Builder



CC6-8RH7

Study the map of African landforms and answer the questions.

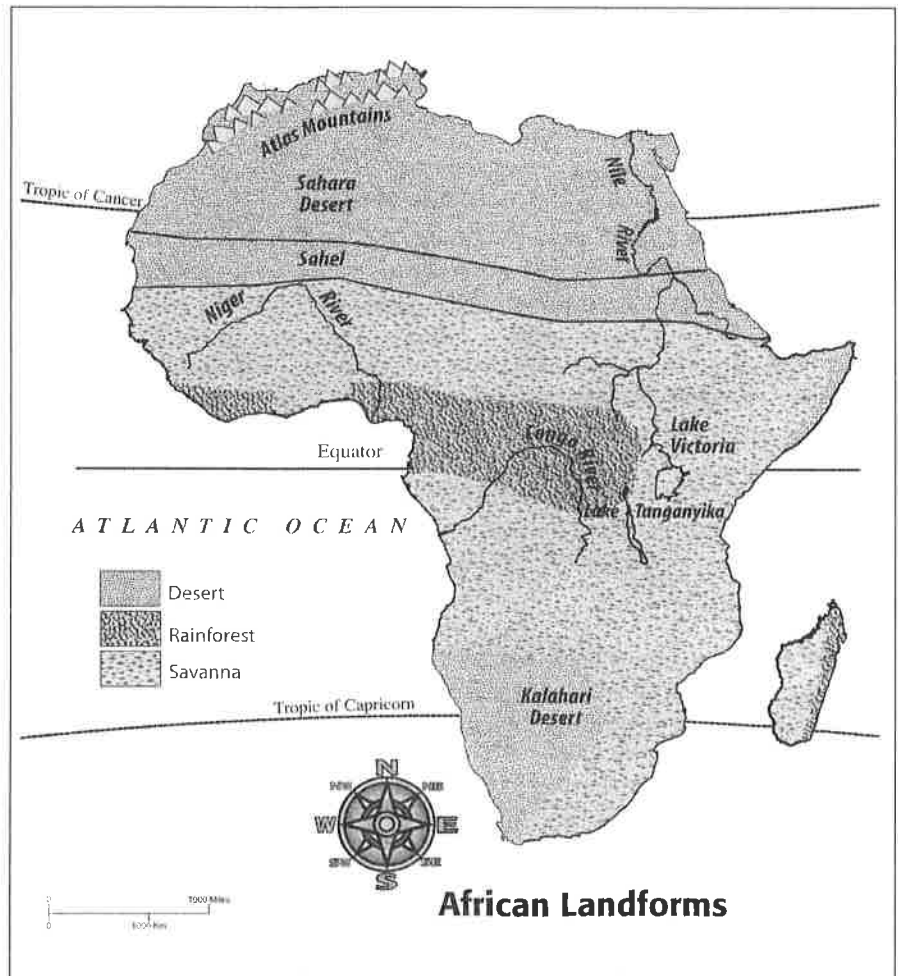
1. What is the major landform of northern Africa?

2. What landform covers most of central and southern Africa?

3. What landform lies along the Atlantic coast near the equator?

4. Use the map scale to determine about how many miles the Kalahari Desert covers from north to south.

5. Use the map scale to measure the length of Lake Tanganyika.





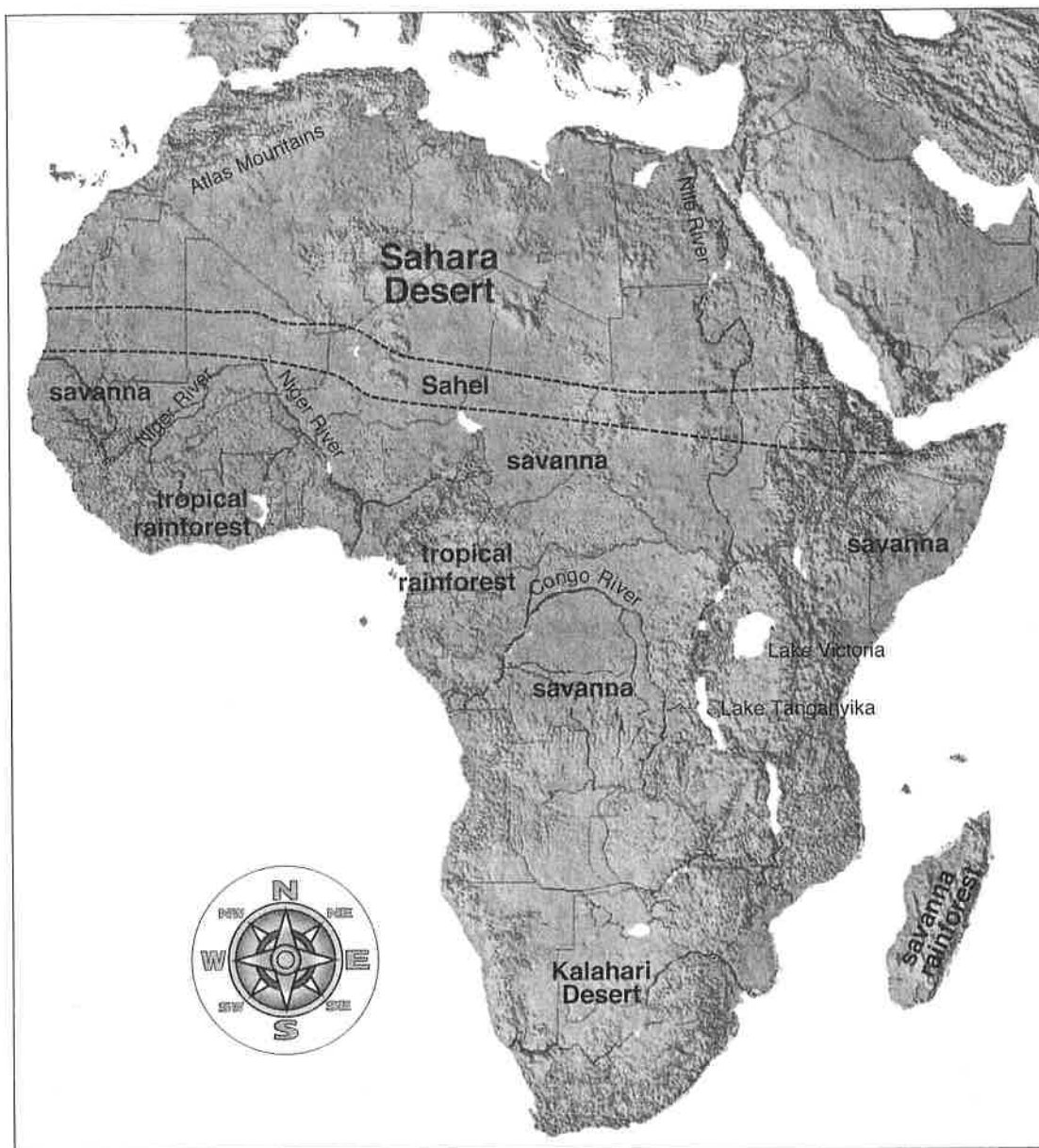
Map Skill-Builder



CC6-8RH7

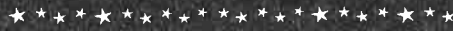
Look at the map of Africa with the major physical features identified. Follow the directions below.

1. Draw a brown box around the Sahara Desert and make brown dots for sand.
2. Draw an orange box around the Sahel.
3. Draw a green box around the savanna.
4. Draw both green and red boxes around the tropical rainforest.
5. Trace the Congo River in blue.
6. Trace the Nile River in blue.
7. Trace the Niger River in blue.
8. Draw purple peaks for the Atlas Mountains.
9. Draw a brown box around the Kalahari Desert and make brown dots for sand.
10. Color Lake Tanganyika blue.
11. Color Lake Victoria blue.





Map Skill-Builder



CC6-8RH7

Draw and label the following physical features on the map of Africa below.

Atlas Mountains

Lake Victoria

tropical rainforest

Congo River

Sahara Desert

Niger River

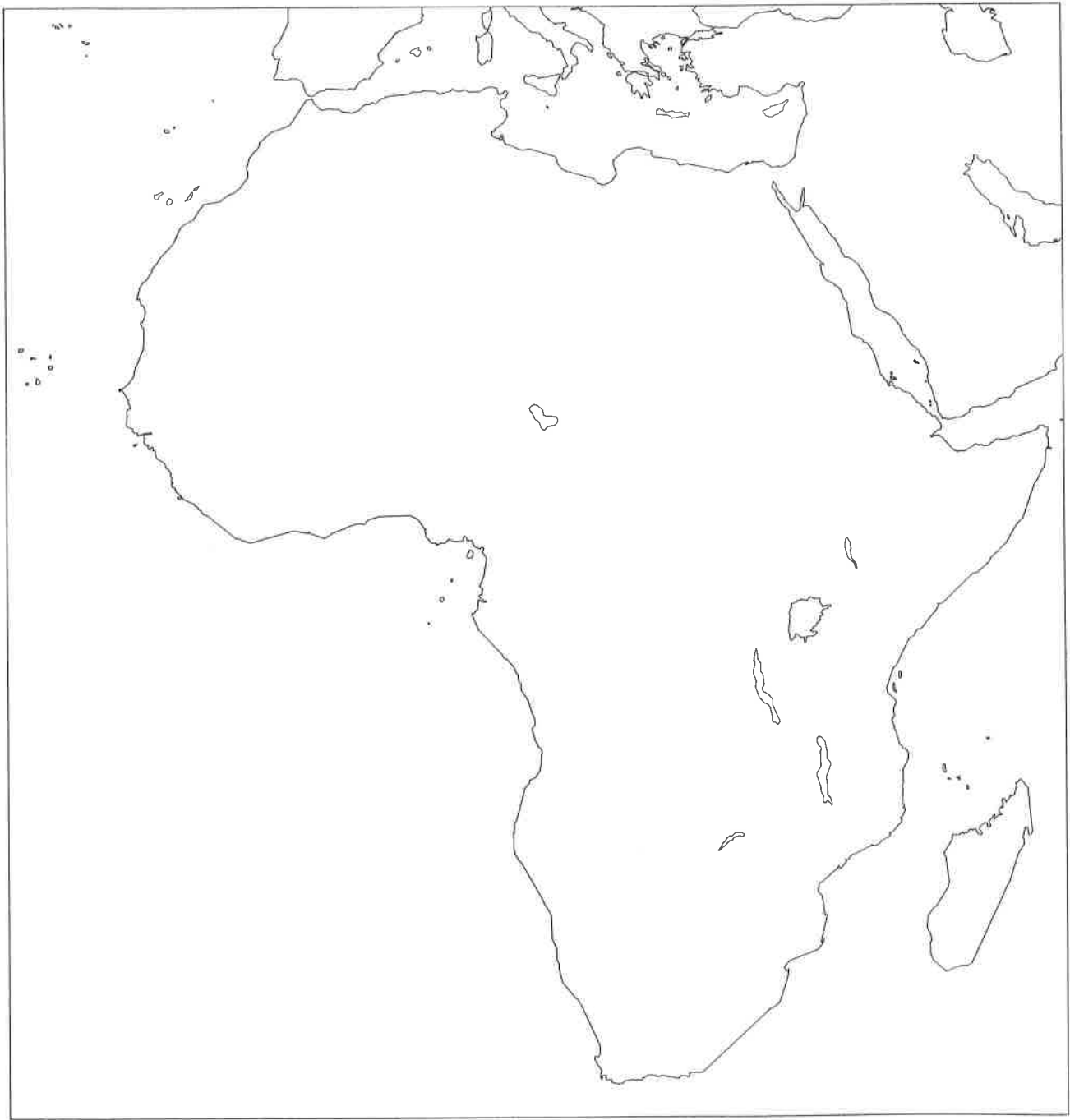
Kalahari Desert

Sahel

Nile River

Lake Tanganyika

savanna



Map Skill-Builder



Draw and label the following physical features on the world map below.

- Atlas Mountains
- Congo River
- Kalahari Desert
- Nile River
- Sahara Desert
- Sahel
- Savanna
- Tropical rainforest





Map Skill-Builder



CC6.8RH7

Look at the political map of Africa with the countries identified. Follow the directions below.

1. Draw a red circle around South Africa.
2. Draw a purple box around Sudan.
3. Draw a black box around Egypt.
4. Draw a green circle around Kenya.
5. Draw a brown box around Nigeria.
6. Draw a blue circle around the Democratic Republic of the Congo (Zaire).





Map Skill-Builder

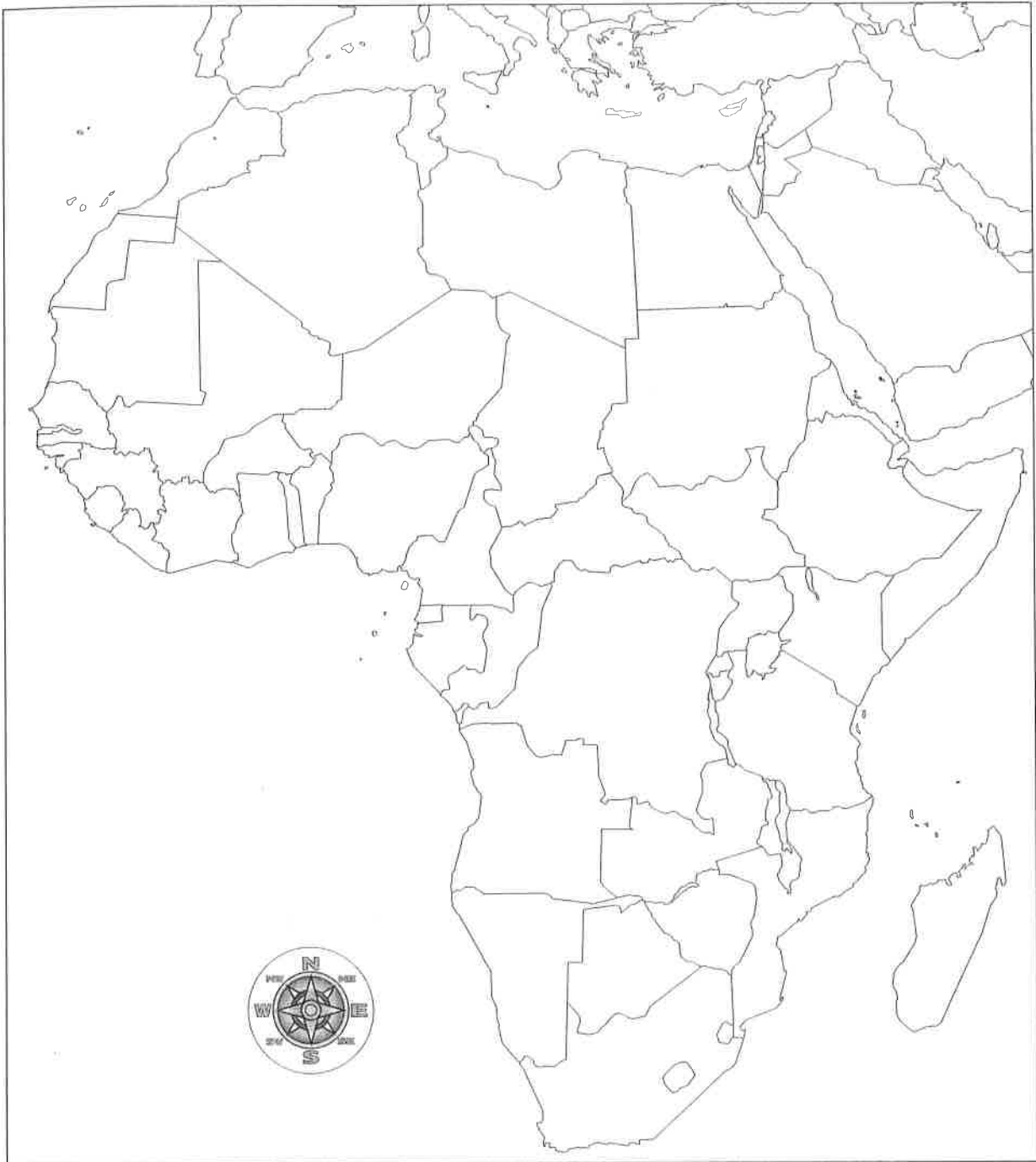


Label the following countries on the map of Africa below:

Democratic
Republic of the
Congo (Zaire)
Egypt

Kenya
Sudan
South Africa

South Sudan
Nigeria



Map Skill-Builder



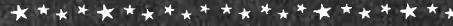
Label the following countries on the world map below.

- Egypt Nigeria Sudan South Sudan Kenya South Africa Democratic Republic of the Congo





Quick Review



CC6-8RH2

Now see how much you've learned about African geography. Write the letter for the correct answer on the line beside the question.

- ____ 1. What is the southernmost country in Africa?
 A. Botswana B. South Africa C. Rwanda
- ____ 2. What is the world's largest hot desert?
 A. Kalahari B. Sahara C. Mohave
- ____ 3. What African lake is the longest and second-deepest in the world?
 A. Lake Victoria B. Lake Chad C. Lake Tanganyika
- ____ 4. The world's longest river is:
 A. Niger River B. Nile River C. Congo River

CHAPTER 2

SS7G2 *The student will discuss environmental issues across the continent of Africa.*

- a. *Explain how water pollution and the unequal distribution of water impact irrigation, trade, industry, and drinking water.*
- b. *Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.*
- c. *Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.*

Polluted Water—Unfit to Drink

Pesticides, fertilizers, human waste, storm water runoff, mining, and manufacturing byproducts all contribute to **water pollution** in Africa. Millions of Africans are hospitalized every year because of unclean drinking water, impacting the economy by reducing the workforce. In rural areas, access to clean drinking water is limited, increasing the risk of water-borne diseases. Unclean water and poor sanitation are a leading cause of child mortality. Many humanitarian organizations provide clean water and help rebuild the infrastructure to maintain a clean water supply. However, as the population grows in some countries, the amount of clean water is actually decreasing.



CC6-8RH4

Vocabulary

infrastructure: *the basic physical systems of a country's population, including healthcare, roads, utilities, water, and sewage*

landlocked: *enclosed, or nearly enclosed by land*

Polluted water directly harms the fishing industry by either killing the fish or making them unfit to eat. On average, there are two oil spills a day in Nigeria. This affects trade by ruining the land for farming and the water for fishing. In 2006, a World Wildlife Fund report named the Niger Delta as one of the most polluted places on Earth.



While a country benefits from the income that industry generates, the profits are often offset by the water pollution created by manufacturing byproducts. In South Africa, steel-manufacturing byproducts in the water system ruin the farm products and sicken the people and animals. The Mirongo River delivers tons of untreated sewage yearly into Lake Victoria, filling the lake with high levels of poisonous materials. Untreated sewage from the business district of Dar es Salaam in Tanzania is discharged directly into the Indian Ocean. Many coastal beaches, polluted by waste from industry and ship traffic, are no longer safe for swimming. Burning coal for electricity is also a major source of pollution.



Torn in multiple directions by other problems, many governments have neglected the problem of clean water. Meanwhile, the number of pollutants grows, increasing current problems and creating future ones.



Key Concept Check-Point



CC6-8RH2

Answer the questions below.

1. Name four things polluting African waters.

2. Name four problems that result from polluted water.

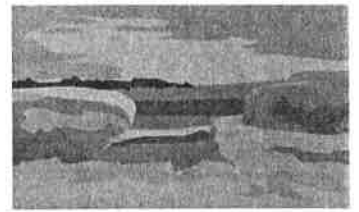
Water—A Shrinking Supply

Few places in rural Africa have plumbing for water or sanitation to purify the **drinking water**. Women and children walk daily to the nearest stream to collect the water, one bucket at a time. The amount of water collected this way is not enough for bathing or crop irrigation.

- Climate change, deforestation, and population growth contribute to a water imbalance. Although some parts of Africa have an adequate fresh water supply, the demand for fresh water is increasingly greater than the available supply. Water is scarce in the Sahara and most of the water available there for **irrigation** is already tapped.
- Agriculture used to get 88 percent of Africa's water supply. Now, as more people are moving to cities, the need for water there is increasing. Some countries like Zimbabwe and the Democratic Republic of the Congo once had irrigation systems, but they are now badly in need of repair. Sudan, Madagascar, and Nigeria, however, own the best irrigation systems on the continent and make good use of them. Across the continent, there is a need to capture rainwater so it can be used for irrigation. A drought can wipe out the food supply for a large population. With a system to store water, however, the economy grows as the crops grow.



- Lake Chad in Chad has shrunk 95 percent in the last 40 years. Fringing the Sahara, four countries depend upon it for water: Nigeria, Niger, Cameroon, and Chad. Lake Chad had barely begun to recover from the drought from 1968 to 1973 when neighboring countries began to take the water upstream for irrigation before it ever reached Lake Chad. As a result, many fisheries have gone out of business, increasing poverty in the area.



- The growing urban populations play water tug of war with farmers. Besides water for drinking and hygiene, the industries in cities need water for their businesses. Those who live near a clean, fresh or salt-water source are usually healthier due to a good source of protein in fish. Industry in the area also benefits from being able to catch and trade fish.
- Since the bulk of African international trade is with countries outside of Africa, African countries with immediate access to water for shipping enjoy a distinct advantage. These countries can trade with world countries and use the profits to build their country's **infrastructure**.
- Many of the **landlocked** African countries are among the poorest in the world. The people there pay more and wait longer for what they need. Consequently, these countries grow more slowly than their neighbors and trade less.
- Some of the rivers have large dams for water distribution and power production. Everyone involved benefits from increased trade and industry, including those employed at the dam and those who have industries because of this water source. In southeastern Africa, water is Lesotho's major resource, and its people call it white gold. A huge hydropower station was completed there in the late 1990s, allowing Lesotho to meet the needs of its own people and sell surplus water to South Africa. At this point, only a small percentage of hydroelectric potential has been tapped.



Cause and Effect



CC6-8RH2; CC6-8RH5;
CC6-8RH7

Complete the table below.

Cause and Effect of Unequal Water Distribution in Africa

Issue	Cause	Effect
Not enough water for irrigation		
Problems with trade		
Problems with industry		
Not enough clean drinking water		

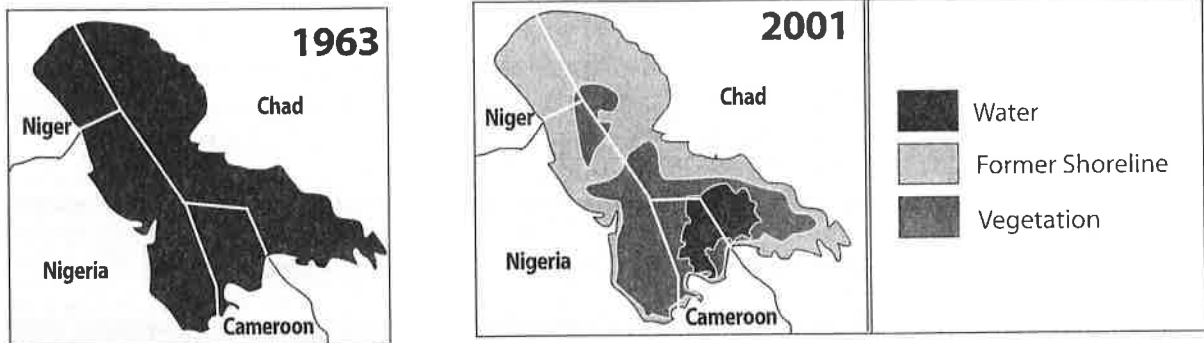


Data Analysis



CC6-8RH3; CC6-8RH7

Look at the two maps of Lake Chad. As you can see, it has shrunk in size. Scientists estimate 50 percent of the shrinkage is from irrigation water drawn upstream. The other 50 percent is from evaporation, as Lake Chad is on the fringes of the Sahara. The Lake Chad Basin Commission manages the basin and resolves any disputes about water use.



Answer the questions below:

1. What do you think the commission should do to save the lake? Should it restrict water drawn for irrigation, or should it ration the water used by the people around Lake Chad? Explain your answer.

2. How should the commission plan for the future? _____

Poor Soil = Poor Crops

Nearly 90 percent of the coastal rainforests in West Africa have been cut down since the 1900s. In the 1990s alone, 13 million acres of African forest were logged, resulting in widespread **deforestation**. When the trees are gone, nothing remains to hold the soil in place. The wind blows and the rains pour down and erode what remains of the soil, washing vital nutrients away. The sun then bakes the exposed soil, leaving a soil that is poor in nutrients and unable to sustain agriculture. Each year, millions of tons of soil are lost to erosion.



Vocabulary

CC6-8RH4

deforestation: loss of forest from cutting down too many trees

World's Largest Hot Desert Grows Larger

The transition from fertile land to a desert evolves from poor farming practices, land clearing, overgrazing of livestock, and draining of surface and underground water for industrial and home use. Africa has had these problems for years, plus drought, leading to the steady spread of desert areas.


The Sahel is sandwiched between the Sahara Desert to the north and lush tropical rainforests to the south. The drought from the late 1960s to the early 1980s invited the Sahara desert to invade



the Sahel and caused widespread **desertification**. Making a bad situation worse is the population growth in this area as well as the number of grazing animals. People, animals, and plants compete for an already strained water supply.

Desertification is attacking the Sahel from the south, also. Three major reasons are overgrazing, poor agricultural practices, and the **slash and burn** policy in the rainforest. Large sections of forests are cleared, or deforested, to make room for annual crops. Farmers plant seeds, harvest the produce, and burn the remains. The topsoil blows away, creating huge dunes and suffocating vegetation. Farmers continue to plant more crops, but reap an increasingly smaller harvest since the soil is depleted. Many Africans have less food to eat today than 10 years ago, and the number who suffer from chronic hunger grows daily.

CC6-8RH4



Vocabulary

desertification: the process by which a desert spreads, and the soil loses its ability to hold water

slash and burn: a form of agriculture in which an area of forest is cleared by cutting and burning and is then planted, usually for several seasons, before being left behind



Point of View



CC6-8RH6

Fill in the blank with the person most likely to make the statement.

- _____ 1. A farmer in the Sahel
- _____ 2. A logger in the Sahel
- _____ 3. A resident of the rainforest

- A. "I used to live with many plants and animals. Now I look out my window and only see blowing soil."
- B. "I work harder than I did 10 years ago and plant more seeds, but every year I harvest fewer and fewer crops."
- C. "I earn my living cutting wood. I sell the wood, so people have fuel to cook their meals. I feed my family with the money I earn."



Assess Your Understanding



CC6-8RH2

List four things that have led to desertification in Africa.

- 1. _____
- 2. _____
- 3. _____
- 4. _____



Research It



CC6-8RH2; CC6-8WHST6;
CC6-8WHST7

African nations have come together to fight desertification with a project known as the "Great Green Wall." Research this project, and create a digital presentation describing what it is, its goals, how it is being implemented, and any success stories.

CHAPTER 3

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest affect where people live, the type of work they do, and how they travel.

Where People Live and What They Do

Africa has four main **climates**. Within each climate is a way of life specific to those people. The densest populations are located in cities near a significant water source, either fresh or salt. As water resources shrink in an area, so does the population. The climates of the Sahel, savannas, and rainforests are hospitable and so more people live there than in the Sahara.

As the **physical characteristics** of an area change, so do the people. When an area can support logging and farming, people stay. When the trees and soil are gone, the people leave. Africa has many people in many places in a variety of environments. But some common elements link the peoples of the continent.

While agriculture produces some commodities to export, **subsistence farming** is the standard in most areas. A growing number of Africans now live in cities. Many city residents drive cars, but the number of cars in Africa is still relatively small compared to western standards.



CC6-8RH4

Vocabulary

subsistence farming: farming that provides for the basic needs of the farmer's family, with little or nothing left over to sell



Map Skill-BUILDER



CC6-8RH7

Study the population map of Africa.

What city has the highest population?

In what country is that city located?

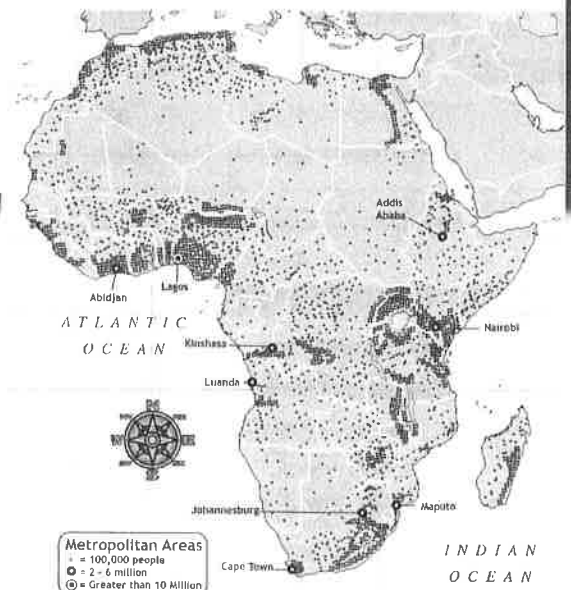
In the Sahara

Sahara means desert in Arabic. Because of the scarcity of water, the Sahara Desert is thinly populated except in northern Morocco, Algeria, and Egypt along the Mediterranean coast.

It has roughly one person per square mile, making it one of the lowest population densities on Earth.



Population Map of Africa



Egypt has a thriving tourist industry with sea resorts, international conferences, and art and cultural destinations. Likewise, Morocco is a tourist hotspot with exotic markets, kasbahs, and the famous city of Casablanca. The service industry employs tour guides, hotel staff, and restaurant workers, while the local people benefit from selling their famous rugs and other merchandise.

The majority of the people in the Sahara are nomads, who walk through the desert looking for an oasis for their herds. In the important salt trade, trucks are replacing camels. Airplanes and trucks specially equipped to handle sand are primary modes of transportation.



kasbah

In the Sahel

The **Sahel** is the transition zone from the Sahara to tropical rainforests. This region has an average of 7 inches of rain per year, which falls from May to September. It is becoming more of a desert every year. Most residents live as subsistence farmers or herd livestock. Some people work in the iron ore and uranium mines. The persistence of drought forces herders to keep moving south, closer to the rainforests.

Unique to the Sahel, the baobab tree is important to its people, supplying food, shelter, clothing, and medicine, as well as materials for hunting and fishing. People in the Sahel live in trade areas along the eastern Atlantic coast and along the Nile. The primary transportation mode is walking, followed by bicycling. People also use animal-drawn carts, plus some cars, trucks, and rail service.

In the Savanna

The **savanna** features rolling grasslands with scattered trees and shrubs. This is the part of Africa you usually see in movies, with grazing herds of zebras and giraffes alongside coffee plantations. The savannas average 30 to 50 inches of annual rainfall divided between a wet season and a dry season. Basically, it's either soaking wet or parched there. Taking advantage of available water, most of the people live along the coast, as well as along the Nile River. Most of the agriculture is subsistence farming and nomadic herding. People walk and ride bicycles alongside animal-drawn carts and cars. Trains and buses operate in urban areas.

In the Rainforest

The **rainforest** has a lush plant life and a wide variety of animals. It has more than 90 inches of rainfall annually, with constant warm temperatures. Many residents of the rainforest live around Lake Tanganyika to enjoy access to water. Native peoples in the rainforest earn their living by hunting and selling the meat. Many who live in Nigeria work for the government or in the thriving telecommunications business. The oil industry in Nigeria and Equatorial Guinea also employs people. Agriculture mainly consists of subsistence farming and nomadic herding. People here usually walk or bike. There are cars in cities as well as buses and trains for public transportation.



CC6-8RH4

Vocabulary

***kasbah:** a traditional fortress in pre-colonial northern Africa with high walls and usually no windows*



baobab trees



Classify Information

CC6-8RH2; CC6-8RH7

Fill in the table below.

	Where People Live	Type of Work People Do	How People Travel
Desert			
Sahel			
Savanna			
Tropical Rainforest			

CHAPTER 4

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

- Explain the differences between an ethnic group and a religious group.*
- Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.*
- Evaluate how the literacy rate affects the standard of living.*

Religion in Africa

Most Africans are either Muslim or Christian, the two main **religious groups** in Africa. Many Africans practice a traditional religion and worship sky gods or other spirits as well as ancestors. Christianity crossed the Mediterranean in the first and second centuries CE. The Arabs came in the 700s and spread Islam across the Sahara and the Sahel.

Elements of traditional African beliefs are often woven into Muslim and Christian practices. For instance, a missionary tells of performing a Christian burial at a gravesite with everyone participating in the Christian rite. However, once he got up to leave, the Africans began their own traditional burial rite. Religion is part of everyday life in Africa, not separate from it, so most African languages have no word for religion.

There are several thousand **ethnic groups** in Africa. While each group has its own distinct history, art, and religious customs, the groups have influenced and enriched each other over time. Some of the main ethnic groups are the **Arabs, Ashanti, Bantu, and Swahili**.



CC6-8RH4

Vocabulary

ethnic group: a group identified on the basis of religion, race, or national origin

religious group: individuals whose identity is distinctive in terms of common religious beliefs and practices

Arab Culture and Religion

The roots of the **Arab culture** are deep in Africa, especially in the north. The Red Sea is all that separates Saudi Arabia in Asia from Egypt and Sudan in Africa. In the 1100s, Muslims established Timbuktu in Mali as a worldwide center of learning. Their mosque in Djenne is the oldest mud brick building in the world.

The Five Pillars of Islam

First Pillar:
Stating that there is only one God, and that Muhammad is God's prophet

Second Pillar:
Praying five times a day in the direction of Mecca

Third Pillar:
Giving to the poor and needy

Fourth Pillar:
Fasting during the month of Ramadan

Fifth Pillar:
Making a pilgrimage, or haj, to Mecca

- *Islam* is Arabic and means submission and derives from a word meaning "peace."
- The Islamic influence is tightly interwoven in the Arab culture and shows in many elements of its art. Geometric shapes, repetitive art, symmetry, bright colors, and decorative calligraphy are some examples.
- Muslims believe strongly in education. One reason literacy is important is so everyone can read and understand the Quran. The Muslims established their learning centers centuries before missionaries appeared and started Christian schools.
- Muslims use two calendars: the traditional Gregorian one with 365 days and their lunar one with a 354-day year. They use the traditional calendar because it is used internationally for business. Since their own calendar is based on the moon, the study of astronomy is important. Islamic holidays are based on the lunar calendar, so as a result their dates are different every year.

Ashanti Culture and Religion



The **Ashanti** are a major ethnic group living in central Ghana in western Africa. Their religion is a mixture of supernatural and animist powers. Animism is the belief that plants, animals, and trees have souls. The family and the mother's clan are most important. They live as an extended family in homes or huts set up around a courtyard. The roles of family members are set in centuries old traditions.

- Women may pick cotton or spin materials into threads. Only men may weave. *Kente* is their well-known, hand-woven ceremonial cloth that represents history, philosophy, ethics, oral literature, and religious principles.
- Mothers teach their daughters pottery and housekeeping skills. Women farm and carry water.
- At eight or nine, fathers train their sons in a skill the father chooses.

Bantu Culture and Religion

All over modern day Angola, there are signs of a prehistoric people. Archaeologists have uncovered scratches on rocks, massive stone pillars, and tools, and have placed the **Bantu** people there about 50,000 BCE or even earlier. Their original language appears to have evolved in present day Cameroon, and then spread eastward and southward. Today the Bantu are in countries from the equator to southern Africa.

- Tens of millions of modern-day Africans can trace their language back to those Bantu of long ago. Approximately 400 African languages have Bantu roots. Some believe that Bantu is more of a language group than a culture group because of this incredible diversity.
- Whether Islam or Christian, many Bantu retain their beliefs that precede both those religions. They believe in the power of both magic and curses.
- Bantu Muslims are more liberal in their beliefs than many other Muslims. Women can work in the fields. Women dress modestly by American standards, but don't have to wear the *hijab*, which many Muslim women must wear in public.

Swahili Culture and Religion

The **Swahili** are all Muslims living in a narrow strip of land from the north coast of Kenya to the capital of Tanzania. They also live on several nearby islands in the Indian Ocean, including Zanzibar. The Portuguese, Middle Eastern Arabs, and the British have all conquered them.

- Since Islam is a way of life, and religious holidays are of utmost importance, the Arab culture is a vital part of the Swahili culture.
- The youth usually finish primary school, and some continue in secondary school. Parents recognize the value of an education for later employment.
- Access to water is critical to Muslims who must wash before they eat. Most homes have electricity, indoor plumbing, several bedrooms, and a living room.
- The Swahili have a relatively high standard of living. Their education allows them to work for the government and in offices and schools.
- The Swahili language reflects Bantu and Arab roots. Many also speak English.



Reading for Information

CC6-BRH2

Circle the ethnic group most closely associated with each of the following.

- Muslim women don't have to wear the hijab in this culture.

A. Arab	B. Ashanti	C. Bantu	D. Swahili
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- They believe that plants, animals, and trees have souls.

A. Arab	B. Ashanti	C. Bantu	D. Swahili
---------	------------	----------	------------
- They have a relatively high standard of living.

A. Arab	B. Ashanti	C. Bantu	D. Swahili
---------	------------	----------	------------
- They follow two calendars.

A. Arab	B. Ashanti	C. Bantu	D. Swahili
---------	------------	----------	------------
- Approximately 400 African languages can trace their roots to this ancient culture.

A. Arab	B. Ashanti	C. Bantu	D. Swahili
---------	------------	----------	------------
- If you describe someone as a Christian, you are describing his:

A. Ethnic group	B. Religious group	C. Language	D. Education
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Can You Read?

Have you ever heard a country referred to as “developed” or “developing”? The development of a country refers to its economic health. A developed country has good public services like clean water, electricity, and transportation. Its citizens have good educations, are healthy, and earn good salaries. A developing country usually has poor public services, few good jobs, poor healthcare, and a largely uneducated workforce.

The United Nations says that most of the least developed countries in the world are in Africa. The situation is unlikely to change in the near future. In sub-saharan Africa, the overall literacy rate is about 60 percent. Illiteracy goes hand in hand with a low standard of living. Many children in sub-Saharan Africa never get the chance to go to school due to a lack of proper facilities or a shortage of teachers. Of those who do attend school, many drop out as teenagers. For each additional year in school, the chance of a life of poverty drops six percent. In most African countries, the literacy rate among women is significantly lower than that of men.

If you can read, you can learn. If you can learn, you can improve your work skills, and get a better job that pays a better salary. If you have a better salary, you can improve your standard of living. A country that improves the literacy rate among its citizens will improve the standard of living within that country and improve its economy. Educated and skilled workers are an important factor in a country’s economic growth.



CC.6-8.RH.4

Vocabulary

literacy: the ability to read and write

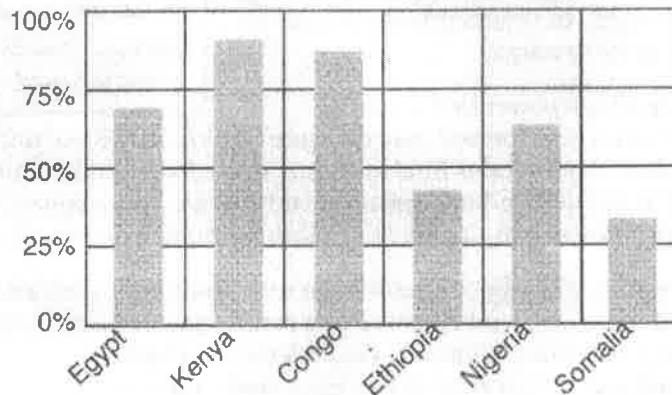


Charts & Graphs

CC.6-8.RH.7

Around 60 percent of the adults in sub-saharan Africa can read and write. The bar graph below shows the literacy rates for selected nations in Africa. Study the graph and then answer the questions below it.

2010 Literacy Rates in Africa



1. Which nation has the highest literacy rate? _____
2. Which nation has the lowest literacy rate? _____
3. Which nation probably has the lowest standard of living? _____
4. A low literacy rate means that many people in that country cannot _____
5. Why do you think children often drop out of school in Africa? _____

Government/Civics Understandings

CHAPTER 5

SS7CG1, SS7CG4, SS7CG6 *The student will compare and contrast various forms of government.*

- Describe the ways government systems distribute power: unitary, confederation, and federal.*
- Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.*
- Describe the two predominant forms of democratic governments: parliamentary and presidential.*

Who Has the Power?

What is a government? A government is a body with the authority to make laws, enforce those laws, and interpret the laws when disagreements arise. A government also oversees the general welfare of its people. Governments distribute their power through three basic systems:

- **Unitary** systems give all the power to the central government. This central government may delegate (or transfer) some duties to smaller political units like cities but it retains final authority over all decisions. Unitary central governments are stronger than federal central governments. Some countries with unitary governments include France, Italy, Japan, South Korea, and Kenya.
- A **confederation** is a loose **alliance** of countries or other political units like states. Each unit has final control of its own laws and citizens. The central government makes decisions only on issues that affect the entire confederation. Confederations can be unstable because members often want to do things their own way! Examples include the Confederate States of America and the British Commonwealth of Nations.
- **Federal** systems divide power between the central government and the government of smaller political units like states. Most federal systems give a lot of power to the lower governments to handle local affairs. The central government handles issues that concern the entire country, like maintaining armed forces and negotiating treaties with foreign countries. Some countries with federal systems include the United States, Canada, Mexico, and Brazil.



CC6-8RH4

Vocabulary

alliance: a union of two or more groups, usually to achieve a common goal





Research It

CC.6-8.WH.17; CC.6-8.WH.18

Use the Internet to find a list of the members of the British Commonwealth of Nations. How many nations belong to it? Verify your answer by using two sources.



Key Concept Check-Point

CC.6-8.PH.2; CC.6-8.PH.4;
CC.6-8.PH.7

Next to each item below, write the matching terms from the word bank. Each form of government matches with two terms.

Unitary system	
Confederation	
Federal system	

Word Bank

France is example

loose alliance

political units control their own law

central government divides power

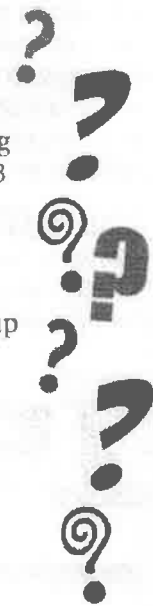
central government has all power

United States is example

Who Gets To Participate?

Citizens participate at varied levels in different government systems:

- In an **autocratic** system, one leader holds complete power. An autocracy is the opposite of a democracy. Citizens have no participation in government when living under an autocratic system. The German Nazi regime under Adolf Hitler from 1933 to 1945 is an example.
- In an **oligarchic** system, control rests with a small group of people with wealth or power. In most cases, citizen participation is restricted to the ruling group. An example of an oligarchy is the apartheid system in South Africa, where a small group of whites held power over the black majority from 1948 to 1994.
- In a **democratic** system, the people hold supreme power. Usually, they exercise their power by electing officials to represent them. All citizens have equal rights to participate in government regardless of their position or wealth. The United States has a democratic system of government.





Point of View



CC6-8RH6

Read the statements by political leaders below. Write A if they head an autocratic government, O if they head an oligarchy, or D if they head a democracy.

- ___ 1. "I am proud to serve as president of a country where everyone has equal rights."
- ___ 2. "My wealth and position will keep me in power in this society."
- ___ 3. "I will imprison anyone who criticizes my government. I am in total control."
- ___ 4. "There is no reason to explain our position to the people. We are in control here."
- ___ 5. "Where can I register to vote for the presidential election?"



Quick Review



CC6-8RH4

Match the type of government on the left with its description on the right.

- | | |
|------------------|---------------------------------------|
| ___ 1. autocracy | a. control rests with a small group |
| ___ 2. oligarchy | b. the people hold supreme power |
| ___ 3. democracy | c. one leader exercises total control |

Parliament vs. President

There are two predominant forms of democratic governments: **parliamentary** and **presidential**. The main difference between the two is the relationship between the legislative and executive branches of government.

In the **parliamentary** system, the legislature (Parliament) controls the power. The majority party in the legislature forms a government headed by a prime minister, who is chosen by the legislature. The prime minister and his cabinet are members of the legislature, and the prime minister answers to the legislature (**fusion of powers**). The government will stay in office for a specified period unless the prime minister loses support of the majority in the legislature on an important vote. If that happens, the prime minister must resign, and elections are held immediately.



In the **presidential** system, the executive and legislative branches are separate bodies elected independently by the citizens (separation of powers). There are checks and balances where each branch can overrule the other. The president answers to the voters, not to the legislature. The people elect the president, and elections are held at set intervals.



Discuss It



CC7SL1

Would you rather live in a democracy, autocracy, or oligarchy? Why?





Assess Your Understanding

CC.8.H.2

Place check marks next to the items that fit each government system.

Parliamentary

- legislature controls power
- separation of powers
- prime minister
- president
- leader answers to the people
- leader answers to the legislature
- checks and balances
- elections held if leader forced to resign
- leader elected by the people

Presidential

- legislature controls power
- separation of powers
- prime minister
- president
- leader answers to the people
- leader answers to the legislature
- checks and balances
- elections held if leader forced to resign
- leader elected by the people



Compare and Contrast

CC.8.WH.12, CC.8.WH.17

Do some research on parliamentary and presidential systems of government. What are the advantages of each system? What are the disadvantages?

Parliamentary: _____

Presidential: _____



Fascinating Fact

South Africa has more than a dozen political parties represented in the National Assembly of Parliament.

CHAPTER 6

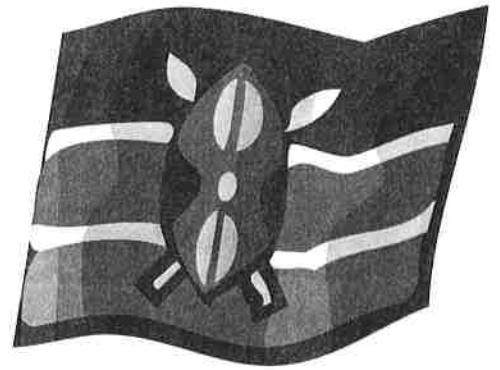
SS7CG2 The student will explain the structures of the modern governments of Africa.

- a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.*
- b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.*

The Government of Kenya

In 1963, the possibilities of freedom seemed endless for the **Republic of Kenya**. The new constitution guaranteed many freedoms, such as freedom of expression, freedom of movement, and freedom from discrimination. Free from British rule, Kenya had become a **constitutional republic**. Any Kenyan 18 or older could vote. Today, Kenyans take this right seriously, turning out in high numbers to elect their president and National Assembly representatives. Up to 70 percent of Kenyans vote in elections that are held every five years.

Kenya has three branches of government: executive, legislative, and judicial. Kenyatta, the first elected president, wanted a nation where people of every race had equal opportunities. The presidents after him have supported free press, public schools, and public health services. Kenya has an independent legislature and judicial system.

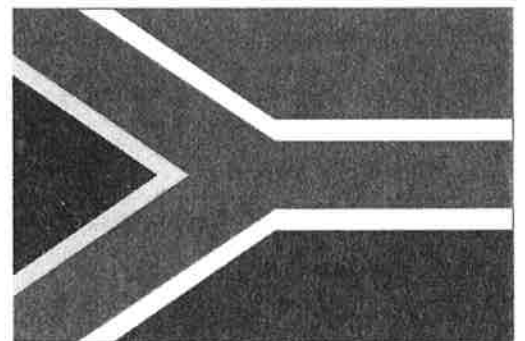


The Government of the Republic of South Africa

From April 26 to April 29, 1994, more than 17 million black South Africans over the age of 18 voted for the first time. The line was a mile long in some areas, and voters had to wait up to 12 hours to cast their ballot in others. They were voting for a new national assembly, electing black South Africans and women in significant numbers.

The **Republic of South Africa** gained a new constitution with a bill of rights that guarantees many personal freedoms. The constitution ensures equality before the law and prohibits discrimination. It guarantees the right to life, privacy, property, freedom, and security of the person, and freedom of speech, religion, assembly, and association. It also prohibits slavery and forced labor.

The Republic of South Africa is a **parliamentary democracy**. There are three branches of government in South Africa: executive, legislative, and judicial. The National Assembly (legislature) elects the president, who is the executive head of state and leader of the Cabinet. The president answers to the legislature and may only serve two five-year terms in office.





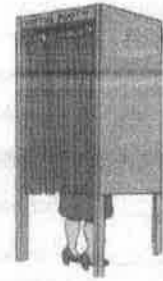
True or False



CC.6-8RH.2

Write T for True and F for False.

- | | |
|--|--|
| <input type="checkbox"/> 1. Kenya is a constitutional republic. | <input type="checkbox"/> 5. South Africans have many personal freedoms guaranteed by their constitution. |
| <input type="checkbox"/> 2. Kenyans do not have the right to vote. | <input type="checkbox"/> 6. The South African president is elected directly by the people. |
| <input type="checkbox"/> 3. Kenya has three branches of government. | |
| <input type="checkbox"/> 4. South Africa is a parliamentary democracy. | |



Comprehensive Cross-Check



CC.6-8RH.2, CC.6-8RH.7

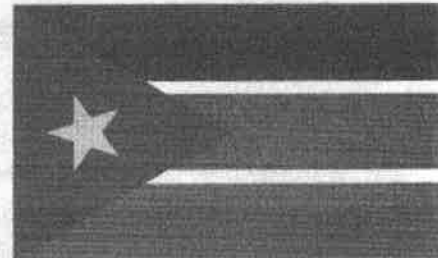
Fill in the chart below describing the governments of Kenya and South Africa.

	Kenya	South Africa
Form of leadership		
Who elects leader?		
Voting age		
Personal freedoms guaranteed		

A New Country—South Sudan

In 2011, a new chapter began in African history. The southern part of Sudan became the new country of South Sudan after citizens in that region voted overwhelmingly for independence.

How did this new country arise? South Sudan's independence is the result of decades of political, social, and economic conflict in Sudan. The problems date back to British colonial rule of the region beginning in the 19th century. In 1924, the British divided Sudan into two territories: the Arabic-speaking Muslim north, and the Christian and Animist south, where English was often spoken. Twenty years later, they merged the territories into one nation with a northern government and Arabic as the official language. The south part of Sudan was virtually shut out of the new government.



Sudan gained its independence from Great Britain in 1956, but the stage was set for conflict between the north and south. Southerners were not happy with northern rule. The first of Sudan's two civil wars broke out and lasted until 1972. A peace agreement lasted for about ten years until the northern government instituted Islamic law throughout the country and fighting began again. In 1989, dictator Omar al-Bashir seized power and continued to impose Islamic law.

The divided factions of Sudan finally signed a peace accord in 2005. The South was allowed to rule itself for six years, then vote in a referendum for independence. In January 2011, the decision was clear—nearly 99 percent of South Sudanese voters called for secession.

Unfortunately, the emergence of South Sudan does not mean peace has come to the region. Sudan and South Sudan are tied economically by a major product—oil. Most oil reserves are in South Sudan, but the pipelines, refineries, and shipping ports are in Sudan. Reaching a deal over oil and settling border disputes is critical to peace. South Sudan also faces a formidable task in rebuilding a country ravaged by decades of war.



Chronological Order ★★★★★★★★★★★★★★★★★★★★

CC6-8RH5

Number the following events in the correct order.

- | | |
|---|---|
| _____ 1. Southern Sudan rules itself for six years. | _____ 5. A second civil war breaks out in Sudan. |
| _____ 2. The British divide Sudan into two territories. | _____ 6. Sudan gains its independence from Great Britain. |
| _____ 3. South Sudan becomes an independent nation. | _____ 7. Sudan experiences its first civil war. |
| _____ 4. The British establish a government in northern Sudan with Arabic as the official language. | _____ 8. Omar al-Bashir seizes power. |



Rapid Recall ★★★★★★★★★★★★★★★★★★★★

CC6-8RH3

The history of Sudan is one of political, social, and economic conflicts that continue today. Cite specific textual evidence of each type of conflict that has affected Sudan.

Political: _____

Social: _____

Economic: _____

CHAPTER 7

SS7CG3 *The student will analyze how politics in Africa impacts the standard of living.*

- a. *Compare how various factors, including gender, affect access to education in Kenya and Sudan.*
- b. *Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.*

Education in Africa

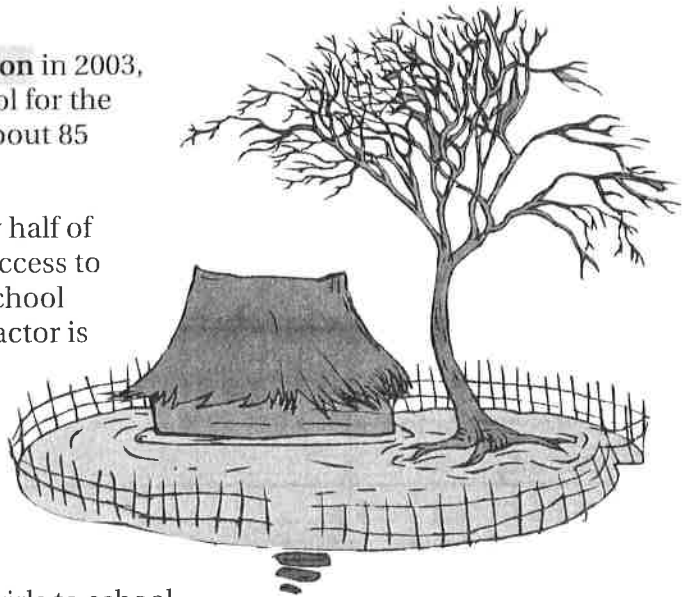
One of the major growing pains for most African countries is **education**. Civil wars and a lack of resources including teachers, schools, and books are major factors negatively influencing quality education. Girls, in particular, have limited educational opportunities because African societies give the needs of men higher priority than those of women.

Going to School in Kenya

Kenya introduced the right to primary **education** in 2003, making it free for children to attend primary school for the first eight years. Kenyans value education, with about 85 percent of city children attending school.

Things are different in rural Kenya, where only half of the children attend school. Several factors affect access to education. One factor is a **shortage** of teachers, school buildings, and textbooks in rural areas. Another factor is **money**. Even though primary school is supposed to be free, schools often require extra fees that poor families cannot afford. Secondary education (education after primary grades) is not free.

Gender greatly affects education in Kenya. If parents have to choose between sending boys or girls to school because of finances, the boys win. Rural families believe that a girl does not need an education; she just needs to prepare for marriage. The literacy rate for Kenyan boys is about 91 percent; for girls it is 79 percent. The school life expectancy (the total number of years of schooling a child can expect to receive) in Kenya is eleven years.



Going to School in Sudan

Education has suffered in Sudan because of years of **civil war**. However, Sudan's government has improved access to education since peace was achieved in 2005. Schools are clustered in urban areas. Primary school is free for the first eight years, and the instruction is in Arabic.

Unfortunately, inequalities in education still exist in rural areas. **Gender** is an issue, with girls facing the biggest problems in getting an education. Girls are often kept out of school to do household chores or herd animals. The literacy rate for Sudanese boys is 72 percent; for girls it is 50 percent. The school life expectancy in Sudan is four years.



Students attending school

Other problems that face education in Sudan include a **shortage** of teachers in remote areas, a lack of textbooks, and the need to build and repair schools in war-torn areas. **Money** is an issue for students to continue school beyond primary grades because secondary education is not free.



Express Your Opinion

CC7SL1

The education situation is even worse in South Sudan than in Sudan. The adult literacy rate is 27 percent, and more than 70 percent of children from 6 to 17 years of age have never attended school. What can you predict about the future of those children?



Compare and Contrast

CC6-8RH3; CC6-8RH5,
CC6-8RH7

Complete the table below by putting an "X" in the appropriate boxes.

Compare Factors Impacting Education in Kenya and Sudan

	Kenya	Both Kenya and Sudan	Sudan
Free primary education			
Girls have less access to education			
Civil war impacted education system			
Shortages of teachers in rural areas			
Literacy rate for girls and boys over 70%			
School instruction in Arabic			
Money an issue for poor families			

AIDS in Africa

As the former African colonies became independent, the governments had many serious issues to handle, including civil wars and corrupt politicians. Because of these overwhelming issues, the rise of **AIDS** in Africa did not receive the necessary attention to prevent it from becoming an epidemic. Worldwide today, 34 million people are living with HIV/AIDS, and two-thirds of those infected people live in sub-Saharan Africa.

The lack of stability in many African governments is one reason why AIDS has spread to such alarming levels. The epidemic places an enormous burden on the healthcare systems of countries that have barely enough money and resources to handle basic care. AIDS patients fill almost half of the hospital beds in Africa. Few countries have the resources to identify people with the virus and administer the necessary drugs to them.



In contrast, the citizens of Botswana have lived under a stable democratic government since the country attained independence in 1966. As a result, Botswana has the resources to help its HIV/AIDS-afflicted citizens and was the first country to offer the necessary drug therapy (for free) to infected people.



CC6-8RH4

Vocabulary

AIDS: *Acquired Immune Deficiency Syndrome, a serious, often fatal disease*

HIV: *the virus that causes AIDS*



Quick Review



Answer the questions below.

1. List four problems African farmers confront. _____

2. List two ways unstable government policies have worsened the food crisis in Africa. _____

Economic Understandings

CHAPTER 8

SS7E1 The student will analyze different economic systems.

- a. *SS7E1, SS7E5, SS7E8 - Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.*
- b. *SS7E1, SS7E5, SS7E8 - Explain how most countries have a mixed economy located on a continuum between pure market and pure command.*
- c. *Compare and contrast the economic systems in South Africa and Nigeria.*

Economic Systems

Every country has to decide how to distribute its resources to meet the needs of its people. They do this through an economic system, which is the way a society organizes the production, distribution, and consumption of goods and services. There are three basic types of economic systems that have to answer three basic questions: *What to produce? How to produce? For whom to produce?*



Vocabulary

consumption: *using up of goods and services*



- **Traditional:** This system is found in agricultural societies where people live the same way their parents and grandparents did. Traditional systems are found in some areas of Africa, Asia, and South America. People in these systems produce what they need to survive by farming or hunting and gathering. They make their own clothing and tools, and trade any extra food or items with others in their society.
- **Command:** The government controls what is produced and how it is produced in a command system. The government owns the resources and decides who gets the products. This decision might be based on class, a reward system, or simply by waiting in line. North Korea has a command economy.
- **Market:** In a market system, a country's economic decisions are based on what its people want to buy and sell. People can own their own businesses and produce what they want. The United States has a market economy. In a market system, supply and demand for a good or service determines what to produce and how to produce it. Producers will make their product in the way that costs them the least amount of money so they can make a profit. Who gets a product is determined by how much a person can afford to pay for it.

Most Everyone Mixes It Up!

In reality, very few countries have an economic system that fits entirely into one category or another. Most countries today have **mixed economies** that fall somewhere in between pure market and pure command economies. For example, there are some government-owned resources in the United States. Examples include schools, public colleges, the postal service, some housing projects, and some power plants. In the command economy of the former Soviet Union, there was such an emphasis on the defense industry that farmers had a lot of freedom to produce and sell whatever they wanted.



Assess Your Understanding

CC6-8RH2; CC6-8RH5;
CC6-8RH7

Complete the chart below to compare traditional, command, and market economies.

Economy	What to Produce	How to Produce	For Whom to Produce
Traditional			
Command			
Market			



Fascinating Fact

When a country's businesses are owned and operated by private citizens, this market system is also known as a free enterprise, or capitalist system. When all resources are owned by the state, it is known as a communist system.



Apply What You Learned

CC6-8RH3

Answer the questions below based on what you have learned about economic systems.

- Which economic system do you think consumers (like you) would like the most?
 - traditional
 - command
 - market
- Which economic system would be the worst for competition between producers?
 - traditional
 - command
 - market
- A market economy has _____ ownership of property and resources.
 - private
 - government
 - tribal
- Which economic system is found in simple agricultural societies?
 - traditional
 - command
 - market
- What is the most common economic system today?
 - command
 - mixed
 - traditional
- An example of a government-owned resource is:
 - postal system
 - grocery store chain
 - restaurant

Economic System of South Africa

The shining star of the Sub-Saharan economy is **South Africa**. This country has developed into the strongest economy in the Sub-Saharan region after recovering from international **sanctions** placed on it during a period of racial discrimination called **apartheid**.

South Africa has a **mixed economy**. It has been making the transition from an almost completely command economy to a market economy over the past several decades. The government has let citizens take over many of the industries it used to run, but the government still owns some oil and gas companies. It operates the postal service and some of the telecommunications network. Healthcare is both public and private. South Africa's economy has grown from primarily mining, fishing, and agriculture to include manufacturing and service industries.

As the government recognized the need for skilled labor in the 1980s, it began allowing blacks to hold skilled jobs and provided skills training for them. Today, wealth is still largely divided along racial lines. Whites have good incomes while the majority of blacks live in poverty. The government is trying to help with a program called BEE (Black Economic Empowerment) to include blacks in all levels of business and industry. Companies that meet BEE requirements can do business with the government.



CC6-8RH4

Vocabulary

sanction: a penalty or pressure to get a country to change its policies
apartheid: discrimination based on race and color of skin

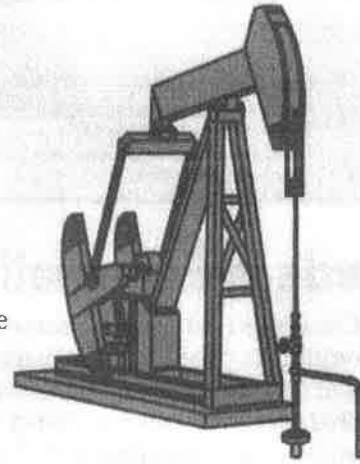


The Economic System of Nigeria

Nigeria has many valuable natural resources. In fact, Nigeria is Africa's largest producer of oil. However, the Nigerian government has badly managed the country's economy over the years. During the oil boom days of the early 1970s, Nigeria became very wealthy. But when the price of oil fell in the early 1980s, the Nigerian economy collapsed along with it.

The oil boom diverted the Nigerian government's attention from another important source of income for Nigerians: agriculture. Nigeria went from exporting surplus crops to importing food. In addition, the government neglected to improve Nigeria's broken-down infrastructure.

Today, Nigeria has a **mixed economy**, and has been growing at about 7 percent annually over the last ten years. The government is working to reform the economy. One way is by developing partnerships between public (owned by the government) and private (owned by citizens) companies to improve roads, agriculture, and power. Another way is to change the country's overdependence on oil. Nigeria has a lot of catching up to do. About two-thirds of the population lives in poverty and unemployment is very high.



Compare and Contrast

CC.6-8.RH.2, CC.6-8.RH.5, CC.6-8.RH.7

Complete the chart below to compare the economies of South Africa and Nigeria.

Country	Type of Economy	Growing or Struggling	Important Industries
South Africa			
Nigeria			



True or False

CC.6-8.RH.7

Write T for True and F for False.

- _____ 1. South Africa has the strongest economy in Sub-Saharan Africa.
- _____ 2. Nigeria neglected agriculture while developing its oil industry.
- _____ 3. Blacks typically have higher incomes than whites in South Africa.
- _____ 4. Nigerian citizens are some of the wealthiest people in Africa.
- _____ 5. The international community did not agree with South Africa's treatment of blacks during the apartheid period.

CHAPTER 9

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

- a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.*
- b. Explain why international trade requires a system for exchanging currencies between nations.*

Trade is Essential!

Countries trade goods because no country has all the resources necessary to efficiently produce everything its people need. Every country has different natural, human, and capital resources. Our world today has a global economy because countries buy what they need and sell what they produce all over the world!

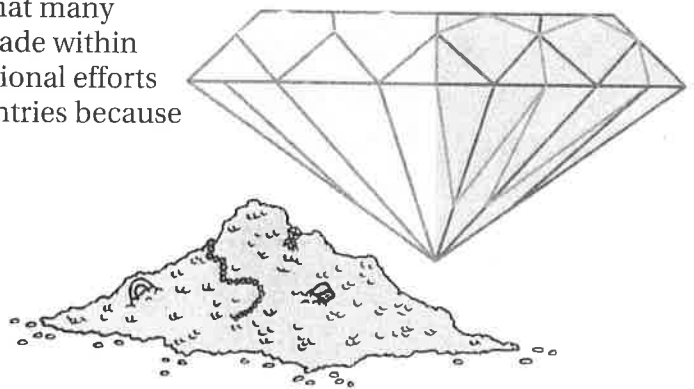
It is always easier to do something if you want to do it. The same holds true for trade. Many African officials are encouraging **voluntary trade** and **specialization** among African countries. **Voluntary trade** happens when both parties expect to gain from the trade. The buyer is happy purchasing an item at a good price, while the seller is happy making a profit.

Countries **specialize** in what they do best. Specialization is an efficient way to work, and the cost of items produced is lower. Simply put, specialization increases trade because a country can get what it needs at the lowest cost when produced by someone who specializes in producing that item.

Currently, it is not easy for African countries to trade with one another. The roads usually lead to a port rather than another city. The Economic Community of West African States (ECOWAS) formed to make trade easier. Improvements in the infrastructure between countries to improve trade is a major goal of ECOWAS. However, terrible roads, roadblocks, border patrol searches, and other problems still make trade difficult.

The International Monetary Fund (IMF) says that many Sub-Saharan countries have policies that hinder trade within Africa. In the last two decades there have been regional efforts to change this and boost trade among African countries because of the cost savings of trading with neighbors.

Most of Africa's trade is with countries outside the continent. People in many countries value African art and textiles, so African sellers benefit from their unique products. The United States has lifted tariffs from South African diamonds and gold, also benefiting sellers in Africa. Money earned from exports allows Africans to import what their countries need.





Problem-Solution

CC6-BRH1

Coffee drinkers prize Ethiopian coffee. Tea drinkers enjoy African red tea for its taste and possible health benefits. Neither of these can be grown in the United States. The United States can manufacture technical and medical equipment and export it to African countries that are unable to manufacture these items. Cite specific textual evidence to show how specialization in trade benefits these countries.



Fascinating Fact

Specialization also helps make businesses more profitable and improves the standard of living in countries. Why? People make more money if their businesses are successful!

Roadblocks to Trade

Countries sometimes set up **trade barriers** to restrict trade because they want to sell and produce their own goods. Trade barriers include:

- **Tariffs** are taxes placed on imported goods. Tariffs cause the consumer to pay a higher price for an imported item, increasing the demand for a lower-priced item produced domestically.
- **Quotas** are restrictions on the amount of a good that can be imported into a country. Quotas can cause shortages that cause prices to rise.
- Trade **embargoes** forbid trade with another country. The United States had a trade embargo with South Africa during apartheid.

Examples in Africa include:

High **tariffs** are one reason why African countries don't trade among themselves. Some countries place tariffs as high as 17 percent on imports from other African countries because they may have the same product to export and want to give their own citizens a trade advantage. They set up high tariffs to keep out the competition.



In 2007, South Africa placed strict **quotas** on the amount of Chinese textiles that could be imported. Many South African textile workers had lost their jobs because of cheaper imports, and the government wanted to give South African clothing and textile businesses a good chance to compete in foreign and domestic markets.

In May 2007, a six-year UN **embargo** against diamonds from Liberia was lifted. Money from "conflict diamonds" had been used to fund wars across the continent. Now, each diamond exported must have a certificate showing its authenticity.



Inference



Circle the correct answers below.

- The UN has forbidden arms to be imported into Africa. This is an example of:
 - A. tariff
 - B. quota
 - C. embargo
- If the European Union voted to lift the restriction on the amount of cocoa that can be imported from West African countries, that would be an example of:
 - A. tariff
 - B. quota
 - C. embargo
- In September 2008, the United States and Canada banned trade with Zimbabwe, protesting the illegal regime of its president. This is an example of:
 - A. tariff
 - B. quota
 - C. embargo
- To give its farmers an advantage, Nigeria has placed a high tax on imported rice. This is an example of:
 - A. tariff
 - B. quota
 - C. embargo

Exchanging Money

Because every country does not use the same type of money, international trade requires a system for **exchanging currencies** between nations. Money from one country must be converted into the currency of another country to pay for goods in that country. This system is called **foreign exchange**. The exchange rate is how much one currency is worth in terms of the other. For example, an exchange rate of 9.18 rands in South Africa to the dollar means that 9.18 rands are worth the same as one dollar.

Most countries use coins and bills, just like the United States, but they come in all shapes, sizes, and names. The South African currency is the *rand*, and the Nigerian currency is the *naira*.



Vocabulary

currency: the type of money a country uses



South African rand



Nigerian naira



Math

CCSS Math 5.NBT.B.7

You can calculate exchange rates yourself. Below are some fictional examples of exchange rates. Study the exchange rates and then calculate the correct answers to the word problems below.

Exchange Rates

One dollar = 8 South African rands

One dollar = 120 Nigerian naira

1. Taylor has \$10.00. She wants to buy a CD in South Africa that costs 80 rands. Once she exchanges her American money for rands, will she have enough money to buy the CD? _____
2. Michael wants to buy a soccer ball that costs 1300 in Nigerian naira. He has \$15.00. After he makes the currency exchange, will he have enough money to buy the ball? _____
3. Oba has \$25.00. She wants to buy a shirt in Nigeria that costs 2500 naira. Does she have enough money to buy it once she makes the currency exchange? _____

CHAPTER 10

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product.
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
- d. Describe the role of entrepreneurship.

How Does an Economy Grow?

Factors That Influence Economic Growth

There are basic factors that influence economic growth in any part of the world. They are the productive resources used to produce goods and services. They include **human capital** (people who perform labor), **capital** (factories or machinery), and **natural resources** (things that come from the land like minerals or trees). Another factor is **entrepreneurship**, which includes the ideas, innovation, and risk involved in starting a business.

Economists measure a nation's economic performance by a standard called **Gross Domestic Product (GDP)**. Economists use it to determine the health of a country's economy and compare it to other economies.



CC.6-8.RH.4

Vocabulary

Gross Domestic Product (GDP):
the total market value of the goods and services produced by a country's economy during a specific period of time

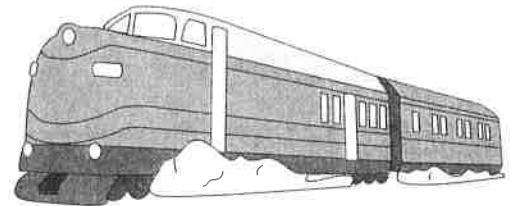
Get Smart!

How a country manages its productive resources makes a big difference in the strength of its economy. For example, **investment in human capital** delivers long-lasting rewards. Studies have shown that investment in education and skills training clearly correlates to a higher GDP. Education and the abilities it develops create a smarter and more productive workforce, which leads to greater economic growth.

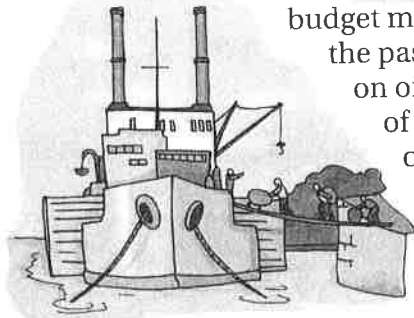
A healthy economy is a growing economy. This takes work and insight from government and businesses. Creating a quality workforce requires education and training. **South Africa** is strongly committed to **education**, an investment in human capital. When South Africa examined the need to improve the skill of its workforce, it started **education and training** programs. This investment in human capital is paying off. South Africa's GDP has been growing annually at a rate of about three percent. The government continues to offer services to low-income areas to increase education and job growth.



In 2008, nearly 50 percent of South Africa's **capital investment** in its industry went to improve electrical output. To assist in transportation of goods, it also invested heavily in the rail system and expansion of ports, paving the way for continued increase of its GDP.

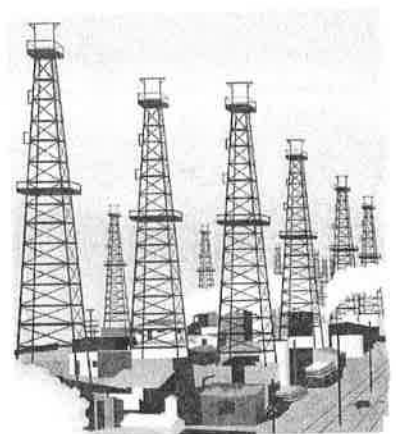


In **Nigeria**, the government did not budget much money for education in the past, making growth in **human capital** difficult. Nigeria's past reliance on oil alone caused it to neglect **education and training** in other areas of the economy. While Nigeria has a healthy GDP, about 70 percent of Nigerians live below the poverty line, and have little education or training to improve their lives.



Rebuilding human capital is now a priority of the Nigerian government reform program.

However, Nigeria faces many problems in improving its educational system. Probably the most basic problem is that the government does not provide enough money toward education. This lack of funding results in fewer trained teachers and poorly equipped schools where teachers lack the things they need, like computers, projectors, and libraries.



In the past, Nigeria has also neglected investment in **capital resources** like factories, machinery, and technology. Presently, the Nigerian government is attempting to build public-private partnerships to improve the country's infrastructure, including roads, agriculture, and power.



Discuss It



CC7SL1

Nigeria has a healthy GDP, but many people live in poverty. What are some reasons for this situation?



Data Analysis

CC.6.BRH.3, CC.6.BRH.7

A variety of things reflect a nation's economy. Economists understand there is a relationship between a country's GDP and its technology. A telecommunications network (television, telephones, cable systems, Internet) is an example of technology. Study the chart below and answer the questions.

Country	Population	GDP (official exchange rate)	Internet hosts	Cell Phone Usage
South Africa	48.8 million	\$390.9 billion	4.7 million	76%
Nigeria	174.5 million	\$272.6 billion	1,200	65%

2011/2012 stats

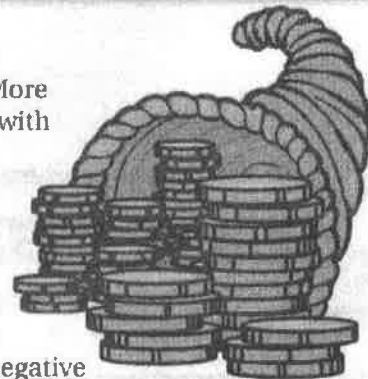
- Which country has the higher GDP? _____
- The number of Internet hosts in a country is one indicator of a country's extent of Internet connectivity.
Which country has better Internet connectivity? _____
- Are there more cell phone users in Nigeria or South Africa? _____
- From reviewing the chart, what conclusion can you draw about how easily a cell phone user could connect to the Internet in Nigeria vs. a cell phone user in South Africa? _____

- Considering that successful businesses need to connect to the Internet, what impact could Nigeria's small number of Internet hosts have on the country's plan for economic reform? _____

A Cornucopia of Riches

There is an **uneven distribution of natural resources** in Africa. More important than the actual riches, however, is what the country does with this wealth.

You might think that if a country is rich in natural resources, then that country should be wealthy. In a country with a stable government, revenue from those resources would usually be used for development that benefits the economy. But in countries with unstable governments, resources like diamonds, gold, uranium, and oil don't always guarantee a prosperous economy and often have a negative impact on a nation's development.



Diamonds and Gold

About half of the world's **diamonds** are found in Africa. Botswana has benefited from a prosperous economy and a stable government since independence. Money from its diamonds goes back into the economy to build up the country's infrastructure with roads, schools, and clinics. In other countries like Sierra Leone and the Democratic Republic of the Congo, armed rebel soldiers have stolen diamonds from miners, sold them, and used the money to support brutal wars.

South Africa boasts nearly one-half of the world's **gold** reserve. Gold is the basis of its strong economy with a modern infrastructure, a good transportation system, and reliable communications networks. Other countries rich in gold are not faring as well. Although Ghana's economy is boosted by gold, and its standard of living is twice as high as neighboring countries, Ghana still relies heavily on foreign assistance. Even though Mali mines gold, it remains one of the poorest countries in the world. In Senegal, gold does not play an important role in its economy. These examples show that natural resources alone cannot sustain an economy.



Map Skill-Builder



CC6-8RH7

Find a political map of Africa for this activity. Then, label each country where significant amounts of natural resources are found.

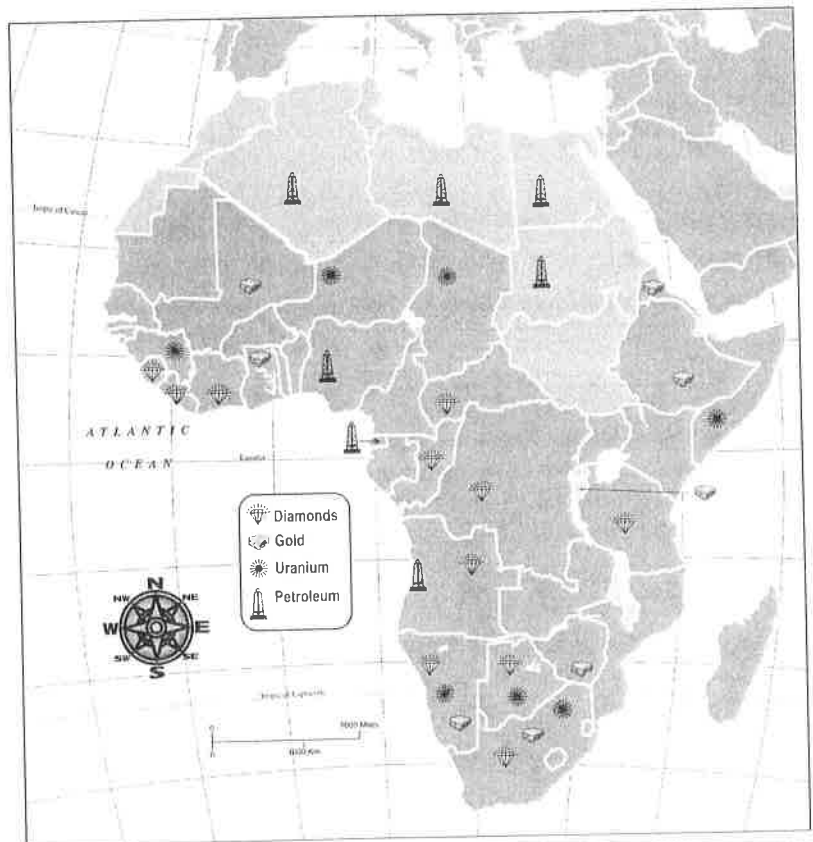
Petroleum is found in:

Gold is found in:

Uranium is found in:

Diamonds are found in:

Resources in Africa



Fascinating Fact



When making an average size 18-carat gold ring, approximately 20 tons of polluted mining waste is created!



True or False



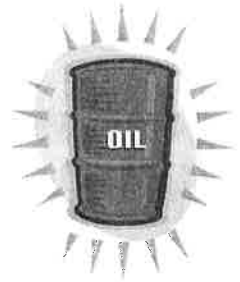
CC6-BRH2

Write T for True and F for False.

- ___ 1. The stable government of Botswana has used the income from diamonds to build its infrastructure.
- ___ 2. Money from diamonds has supported wars in Sierra Leone and the Democratic Republic of the Congo.
- ___ 3. A country will always have a strong economy if it has one valuable natural resource.
- ___ 4. Gold is the basis of South Africa's strong economy.
- ___ 5. The gold mined in Mali has made it one of the richest countries in the world.

Oil—the Precious Resource

Since **oil** is so important to the entire world, you might think that people living in African countries with oil would be wealthy. Nigeria is the largest oil producer in Africa, as well as a major supplier to American customers. However, much of the Nigerian population is desperately poor as oil profits have bypassed the people and gone straight to corrupt politicians. Nigeria exports more than three million barrels of oil per day. The oil industry is causing serious pollution to the country's air, soil, and water, which affects fishing and land suitable for farming.



Other countries have become involved in Nigeria's economy because they want access to oil, such as international energy companies spending millions for Nigerian hospitals and schools. Unfortunately, this international assistance does not always benefit Nigeria. For example, China contributes aid to the African infrastructure, but along with it come Chinese workers who take jobs from Africans in desperate need of them. Chinese companies also flood local economies with inexpensive goods that wipe out local competition and cause even more unemployment.



Fascinating Fact



In 2006, a World Wildlife Fund report named the Niger Delta as one of the most polluted places on Earth.



Discuss It



CC7SL1

Gold mining can cause health problems and strain the healthcare systems of struggling African nations. In Senegal and Mali, young children aged 12 and 13 work in mines and use mercury to attract and identify the gold. Mercury is particularly hazardous to children and teens because it is toxic to developing nervous systems. This adds further strain to health care systems. The United Nations estimates that 10 to 20 percent of the thousand of miners in West Africa are children. The United States has laws forbidding children to work. Why do you think child labor laws are important?





Complete the graphic organizer below.



First Cause
Nigeria is rich in oil

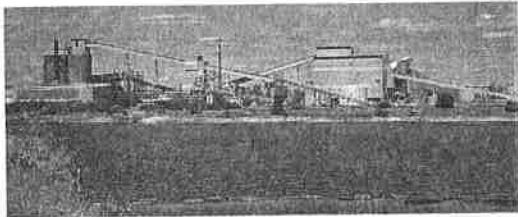
Second Cause
Different countries
want that oil

Effects

Large oval containing four horizontal lines for writing effects.

Using Uranium

Uranium is a radioactive element that occurs in small parts in rock, soil, and both surface and ground water. It is used to produce fuel for nuclear power plants and make weapons. Africa produces about 16 percent of the world's uranium. Niger, Namibia, and South Africa are major exporters of uranium. When the world's use of uranium declined in the 1980s, Niger's economy suffered as uranium revenue fell 50 percent.



Uranium mine

Today, interest in uranium is developing again as oil prices rise and countries search for cleaner fuels like nuclear energy. While gold mines can be quite deep, Africa's uranium lies in sandstone deposits near the surface, so mining it is easy. The search for uranium in Zambia raises hopes of new jobs and tax revenue. Namibia's uranium industry is enjoying a revival, and neighboring Botswana is developing a uranium mining industry.

South Africa both mines uranium and uses it in its nuclear reactors. Unfortunately, careless mining practices have polluted water and land in the past. But today, mining officials say that new technology makes mining uranium safe, and government officials plan to put this technology in place.

If governments have learned from past mistakes with natural resources, countries with uranium deposits can look for growth in their GDP from this valuable mineral.



Vocabulary

radioactive: emitting high energy waves or particles; anything radioactive is dangerous for living beings to handle



A disk of highly enriched uranium



True or False



CC6-BRH2

Write T for True and F for False.

- ___ 1. Namibia's economy is benefiting from renewed interest in uranium.
- ___ 2. The search for clean fuel has revived the uranium industry.
- ___ 3. Uranium by-products can pollute both land and water.
- ___ 4. Uranium is found in deep mines.
- ___ 5. South Africa mines uranium and uses it for its nuclear reactors.
- ___ 6. New technology makes mining uranium safer.

Whose Idea Was That?

Entrepreneurs have a vital role in any country's economy. They come up with new ideas and use human, capital, and natural resources to bring their ideas to life—and to the marketplace. They must be willing to take risks, and often share those risks with others by borrowing funds from a bank or a wealthy investor. Entrepreneurs are valuable because they are creative and help economies adapt to changing conditions.



CC6-BRH4

Vocabulary

entrepreneur: someone who has an idea for a good or service and takes the risks to produce it

Building Nigeria One Business at a Time

In a developing economy such as Nigeria's, entrepreneurs with fresh new ideas could play a vital role in jump-starting the economy. However, few banks are willing to fund them and their ideas. International investors are stepping in to help, offering long-term investment into a business rather than a loan. The investors then work side by side with the entrepreneur to help the business grow. The government and independent consulting firms are also working to teach and help future Nigerian entrepreneurs.



Helping Entrepreneurs in South Africa

Entrepreneurial activity in South Africa has grown in the past decade, but still faces problems. New businesses face lack of education, lack of management skills, and lack of access to financing to help grow the business. In addition, many South Africans have a fear of failure in starting a new business.

The South African government and several organizations have come forward to change that fear of failure in South African society, and look for ways to help small businesses and train entrepreneurs. Colleges offer classes in how to run a business. People who already have successful small businesses are willing to help those trying to start one. Other programs attempt to connect entrepreneurs with potential investors.





Apply What You Learned



CC6-8WHST2

Pretend you have an idea for a business in Nigeria. Describe your idea below. Make sure you explain what an entrepreneur does, what good or service you want to provide, where you got your training, and what obstacles you may have ahead of you.

CHAPTER 11

SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

It's Your Money, Honey!

The personal **money management choices** that you make throughout your life are really important! The sooner you start with good money habits, the better off you'll be in the long run.

Money is not so important for what it is, but for what it can do. Money is the medium of exchange used to buy goods and services. Your **income** provides you with money to **spend** on whatever you choose. People earn income by giving their time and services to an employer and receiving money in return.

People use **credit** to buy something now and pay for it later. When you buy something on credit, you usually have to pay the amount you borrowed plus an additional amount in **interest**. Banks make money from interest payments—interest is a fee paid for the use of someone else's money.



Critical Thinking



CC6-8RH2

If you use a credit card, how can you avoid interest charges? _____

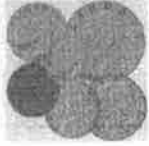




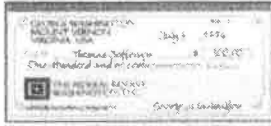
Fascinating Fact

There are several forms of money:

Coins



Checks



Debit Cards (Plastic like a credit card, but money is taken immediately from a bank account)



Currency (Cash)



We can get credit as:

Loans (usually from banks)









Credit Cards



Inference

CC6-8RH3, CC6-8RH7

Check which way someone would most likely pay for these goods or services.

						
School lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Haircut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School uniforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vacation trip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Make Your Money Grow

You can save money under your mattress, or you can put it in a bank or credit union to earn interest. **Saving** money does more than give you extra cash when you need it. Saving allows you to increase your holdings by **investing**. Some ways to invest money include:

- stocks and bonds
- real estate
- natural resources
- collectibles
- business (your own or someone else's)

When making investment choices, you need to think about what you want your investment to do for you. Do you want to buy something in a few months, or do you want to save to buy a car in five years? Some investments are more risky than others. Are you willing to take risks, or are you a cautious person? Whatever your investment goals, experts advise to invest money on a regular basis and think long-term, not get-rich-quick!



CC6-8RH4

Vocabulary

invest: to commit money or capital to gain a financial return



One More for Fun



CC7SL1

If you were to start saving and investing today, what would you like to buy in five years?



Critical Thinking



CC6-8RH3

Use a ✓ to indicate whether you have more, less, or the same amount of money after each of these events. The first has been done for you.

You deposit your paycheck into your checking account.

You put \$1,000 in a savings account.

You use your credit card to buy new school clothes.

You borrow money from the bank to open a toy store.

You write a check at the grocery store or use your debit card.

You transfer money from checking to savings.

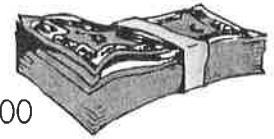
	MORE	LESS	SAME
You deposit your paycheck into your checking account.	✓		
You put \$1,000 in a savings account.			
You use your credit card to buy new school clothes.			
You borrow money from the bank to open a toy store.			
You write a check at the grocery store or use your debit card.			
You transfer money from checking to savings.			



Math



You worked hard over the summer cutting lawns and baby-sitting. You earned \$1,500! See how you might spend it below.



Total Earned:

\$800.00

I will pay back my mom for money I borrowed from her:

- \$50.00

_____ new total

I will give my little sister this much for cleaning up my room for me when I had to work:

- \$35.00

I will spend this much buying a few CDs for myself and going to the movies with my friends:

- \$50.00

_____ new total

I will save this much for college.



- \$300.00

_____ new total

I will put this much in my new savings account for school clothes and a stereo:

- \$275.00

Total Still Available:

_____ new total

Total spent:

Total saved — In the bank earning interest and growing:



Fascinating Fact



Safeguarding Your Money

The Great Depression of the late 1920s and early 1930s caused many financial problems. Many people who had money in banks lost some or all of it when their banks failed. President Franklin D. Roosevelt and Congress made several changes. They created the Federal Deposit Insurance Corporation (FDIC) in 1933 to provide insurance protection for depositors if their banks fail.





Key Concept Check-Point



CC6.8RH4

Match each economic term to its definition.

- | | |
|-----------------|---|
| ___ 1. interest | a. a sum of money borrowed from a person or group |
| ___ 2. income | b. a means to buy something now and pay later |
| ___ 3. credit | c. fee paid to use someone else's money |
| ___ 4. money | d. money that you earn or gain from investments |
| ___ 5. loan | e. medium of exchange to buy goods/services |



Critical Thinking



CC7SL1

Financial experts say that people spend more when they use credit cards instead of cash. Discuss why you think that happens.

Historical Understandings

CHAPTER 12

SS7H1 *The student will analyze continuity and change in Africa leading to the 21st century.*

- a. *Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.*
- b. *Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.*
- c. *Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F. W. de Klerk.*
- d. *Explain the impact of the Pan-African movement.*

Independence Brings New Problems

Europe had been involved in Africa during the slave trade. European countries recognized the vast wealth of natural resources in Africa and scrambled to colonize valuable areas of the continent. In November 1884, 14 European countries met in Berlin, Germany, to establish ground rules for trade and territorial claims in Africa. Even though the future of Africa was being set, there were no Africans present at the conference!

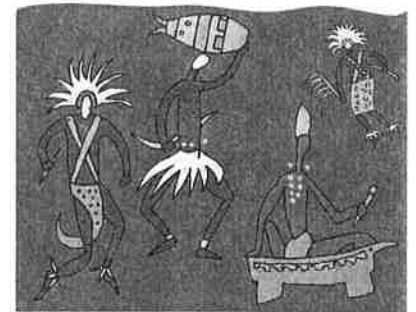


As African countries gained their independence, new problems arose as their young governments struggled to survive. Since the boundaries created during the Berlin conference were merely lines on paper, **tribal conflict** and **civil war** surfaced at once. **Artificial political boundaries** brought together peoples that had previously belonged to separate tribes or countries. In addition, ethnic groups that had historically been united were split. What a mess!

Division is the Wrong Answer

The **European division of Africa** caused conflict and destroyed many African traditions. The Europeans divided Africa with the desire to profit from Africa's riches, not for the benefit of any Africans.

Artificial political boundaries were drawn with no respect for Africa's internal boundaries or societies. As a result, modern African nations had difficulty establishing stable governments. By the early 1900s, every piece of African soil was under European colonization except Ethiopia and Liberia. Many Europeans treated the Africans cruelly and tried to impose their way of life on them, paying no attention to African customs and beliefs. The desire for independence swelled across Africa. However, once African countries gained independence, few of them were prepared to govern. It was hard work to maintain the boundaries Europe had set!



Reading for Information



CC6-8RH5

Answer the questions below.

1. What was the main goal of European countries when they divided Africa?

2. Did the European countries care about maintaining African societies? _____

3. Why did Africans want independence? _____

4. Why has it been difficult for African nations to establish stable governments? _____



Apply What You Learned



CC6-8RH1

If you had been an African at the 1884 Berlin conference, what would you say to the Europeans deciding your future? Use specific textual evidence to explain your country's needs.

Conflict and Civil War

Because the new African governments did not have experience governing or solving conflicts, many of them viewed force as the way to solve problems. Conflict plagued many of the young governments. Examples include:

- The Tutsi and Hutu had lived as neighbors before the Belgian colonization, but it was the **artificial boundaries** merging them as **Rwanda** that caused far-reaching trouble. The **civil war** in 1994 was devastating. The Hutu-controlled army killed between 500,000 to 1,000,000 Tutsi. By the end of the war, nearly one-fourth of the Rwandan population had been killed or had fled the country.
- Thirty years of **civil war** marred **Nigeria** following independence in 1960. Conflict reigned between Nigeria's hundreds of ethnic groups as the country was subdivided into regions and then states.
- Belgium treated the people in the Belgian Congo with unusually violent methods. It's no wonder the people wanted their independence, which they gained in 1960. The new country was called the **Republic of the Congo**. Unfortunately, neither the president nor prime minister had any experience in government. Conflict erupted within five days of independence and continues today among ethnic groups.
- **Conflicts** over diamonds have caused brutal wars in Angola, the Democratic Republic of the Congo (DRC), Liberia, and Sierra Leone.



Rapid Recall



CC6-8RH2

Write the letter for the correct answer on the blank beside the question.

- ___ 1. Wars in Angola, the Democratic Republic of the Congo, Liberia, and Sierra Leone were caused by the interest in:
- A. petroleum B. gold C. diamonds
- ___ 2. The Hutu and Tutsi were forced together in Rwanda because of
- A. artificial boundaries B. religious beliefs C. interest in gold
- ___ 3. The major reason for civil wars in Nigeria:
- A. many ethnic groups B. high taxes C. little housing

The Road to Nationalism

Unrest arose throughout Africa during the period of European control. There was a strong desire in most countries for independence from foreign rule. Nationalism fed this desire and nurtured the beginning of independence.



CC6-8RH4

Vocabulary

nationalism: a strong belief in one's country

Kenya On Its Own

People have lived in Kenya since the Stone Age, but until the 19th century, foreigners did not enter Kenya because of its fierce warrior tribes.

In the 1800s, the coast of Kenya came under control of Arab traders. The Germans and British took over next, but by the early 1900s, only the British remained in Kenya. Upset by their loss of rights as landowners and farmers, opposition groups began to form in the 1920s. Groups of guerrillas swore to eliminate white settlers in Kenya, as well as any Africans who sided with them. They staged a rebellion in 1956, but they were crushed by military forces.



CC6-8RH4

Vocabulary

guerrilla: usually a small, independent military force

As they did with other colonies, the British began rethinking their policy of colonization. Finally in 1963, Kenya achieved its independence from the British Empire. After an unsteady beginning, Kenya has become more stable.



Chronological Order

CC6-8RH5

This timeline is mixed up. Number these events in the correct order.

PAST

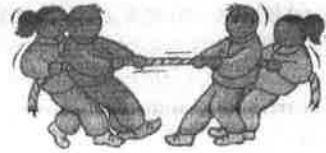
- The British and Germans both colonize Kenya.
- Arab traders control Kenya.
- Military forces crush a rebellion.
- Opposition groups form.
- Kenya achieves independence.

FUTURE



Nigeria: A Time for Independence

Nigeria maintained its independence until the late 19th century when Britain stepped in and began colonizing the area. Nigeria was a diverse nation with people and cultures from more than 250 ethnic groups.



In 1923, a movement began in Nigeria to set up the country as a self-governing member of the British Commonwealth. However, another nationalist group wanted complete freedom from British rule. Both military and peaceful factions struggled for Nigerian independence.

The federal elections in 1959 gave the nationalistic groups enough votes to form a government. In 1960, an independent government was established in Nigeria. At first, it was one of the more stable governments of the new African countries. But at the end of the decade, a civil war broke out. Because of clashes between ethnic groups, Nigeria suffered from violence and military rule until 1999, when a democratic government was established.



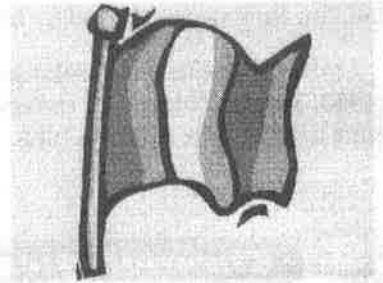
True or False



CC6-28112

Write T for True and F for False.

- 1. It has been peaceful in Nigeria since it became independent.
- 2. There are very few ethnic groups in Nigeria.
- 3. Nigeria finally became independent from French rule.
- 4. A democratic government was formed in Nigeria in 1999.



South Africa—Independence in Two Parts

South Africa was colonized by the British and Dutch in the seventeenth century. A policy of white superiority first became visible in 1685 when a law was passed forbidding whites and Africans to marry in the territory then called Cape Colony. When Britain established the dominion of the Union of South Africa in 1910, power was given only to whites.

The 1948 election brought a new political party to power in South Africa, and the policy of apartheid took a strong hold in the country. Basically, apartheid separated the country into whites and non-whites. In 1948, whites held 80 percent of the land, even though they represented only 10 percent of the population.

In 1951, the Bantu Authorities Act created “homelands” for black South Africans, who were assigned by origin to artificially created parts of South Africa. The classifications were frequently inaccurate, and, as a result of this law, nine million South Africans were excluded from any role in governing South Africa.

Finally, in May 1961, the South Africans voted for and gained their independence from Britain. It took years of protests, several more decades, and a change in government leaders before blacks began to have a role in government.



1989 sign during apartheid

Battle Against Apartheid

Many people, known as political prisoners, were arrested for their resistance to apartheid. The most famous prisoner was **Nelson Mandela**, a leader in the nationalistic African National Congress (ANC) who was arrested in 1962. Mandela was sentenced to life in prison in 1964 for treason and sabotage. He emerged as the international symbol of resistance to apartheid, and the world community demanded his release.



Nelson Mandela

In 1976, students in Soweto staged a peaceful protest against learning Afrikaans, the language of white South Africans. The protest grew throughout schools in the city, and in June of that year, police shot into a crowd of students who had thrown stones at them. The rebellion that grew from those shootings continued until 1990 when **President F. W. de Klerk** ended the ban on the ANC and released some political prisoners, including Nelson Mandela.

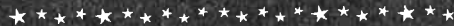


F. W. de Klerk

President de Klerk had a major role in having the apartheid laws repealed. In 1993, he and Nelson Mandela were awarded the Nobel Peace Prize for moving the country peacefully to nonracial democracy. Mandela was elected president of South Africa in 1994 and held that office through 1999.



Fascinating Fact



During apartheid, there was one doctor for every 400 whites, and one doctor for every 44,000 blacks.



Order of Events



CC6-8RH5

Number the events below in the order in which they occurred.

Mandela sent to prison

Bantu homelands created

Mandela elected president of South Africa

de Klerk releases political prisoners

Law forbids marriage between whites and Africans



Math



CCSS.Math.2.NBT.B.7

Calculate answers to the questions below.

1. Using the information above, calculate how many years Nelson Mandela spent in prison.

2. How many years ago was Mandela elected president of South Africa?

The Pan-African Movement

Hope For the Future

The seeds of the **Pan-African movement** were sown during 19th century efforts to end slavery. Behind the movement is the idea that all Africans and people of African descent share a common heritage and should work together for their freedom.

The first Pan-African Congress was held in 1900. After World War II, the fifth Pan-African Congress had 90 delegates, including future political leaders of Ghana and Kenya. The Pan-African Congress has not met since, but the ANC grew out of this movement and has impacted nationalist efforts across Africa.



Since many of the African countries have similar problems, shared ideas and programs relieve the burden of each country trying to solve its problems alone. You can see elements of the movement in Africa today where there are regional efforts among countries trying to solve economic and political problems. While the Pan-African movement has influence, it has never succeeded in uniting Africa.

CC6-8RH4

Vocabulary

***Pan-Africanism:** the multi-national movement to unite all Africans*



Predict Possible Outcomes

CC6-8RH3

Answer the questions below.

1. The Pan-African movement helped lead to _____ for African nations.
- a. better schools b. independence c. health care

2. In the 21st century, many African nations still face many of the same problems as they did when first becoming independent. If the Pan-African movement were stronger and actually united Africans in their attempts to work through these problems, what are some things that might change?

Get Your Sources Straight!

Historians need proof to find out what happened in the past. There are two kinds of sources—primary and secondary. **Primary sources** are records made by people who actually saw or participated in an event. Examples are letters, journals, maps, photos, and artifacts.

Secondary sources are records of an event written by someone who was not actually there. Examples are encyclopedia and newspaper articles, books, and Internet articles. When you use secondary sources, make sure you compare points of agreement and disagreement!



Nelson Mandela is one of the most respected men in modern history for his dedication to equal rights for blacks in South Africa. He wrote the story of his life in a book titled *Long Walk to Freedom*.

Read the excerpt from Nelson Mandela's autobiography below. Then, answer the questions.

On the evening of May 2, Mr. de Klerk made a gracious concession speech. After more than three centuries of rule, the white minority was conceding defeat and turning over power to the black majority. That evening, the ANC was planning a victory celebration at the ballroom of the Carlton Hotel in downtown Johannesburg. I was suffering from a bad case of the flu and my doctors ordered me to remain at home. But there was nothing that could keep me away from that party. I went onstage at about nine o'clock and faced a crowd of happy, smiling, cheering faces.

I explained to the crowd that my voice was hoarse from a cold and that my physician had advised me not to attend. "I hope that you will not disclose to him that I have violated his instructions," I told them. I congratulated Mr. de Klerk for his strong showing. I thanked all those in the ANC and the democratic movement who had worked so hard for so long. Mrs. Coretta Scott King, the wife of the great freedom fighter Martin Luther King Jr., was on the podium that night, and I looked over to her as I made reference to her husband's immortal words.



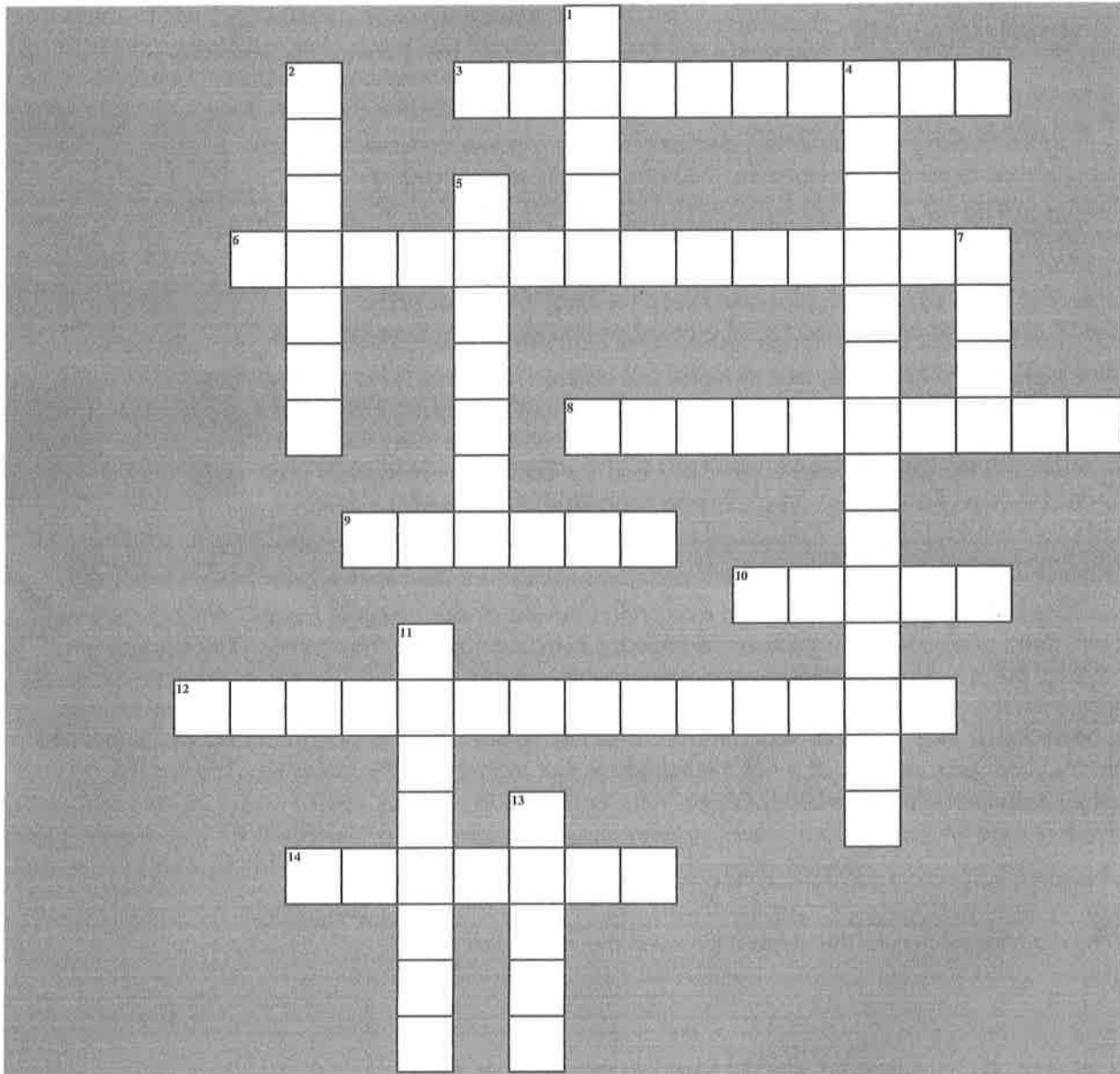
"This is one of the most important moments in the life of our country. I stand here before you filled with deep pride and joy--pride in the ordinary, humble people of this country. You have shown such a calm, patient determination to reclaim this country as your own, and now the joy that we can loudly proclaim from the rooftops--Free at last! Free at last! I stand before you humbled by your courage, with a heart full of love for all of you. I regard it as the highest honor to lead the ANC at this moment in our history. I am your servant...It is not the individuals that matter, but the collective...This is a time to heal the old wounds and build a new South Africa."

1. Is Nelson Mandela's autobiography a primary source or secondary source? _____
2. Why did Mandela go to the celebration even though he was sick? _____

3. From what you have learned, why did Mandela thank Mr. de Klerk? _____

4. What attitude did Mandela have about rebuilding South Africa after he was released from prison? Was he bitter or was he ready to move on? Cite specific textual evidence in your answer.

Africa Review Crossword Puzzle



Across

- 3 Supplies food, medicines, and shelter in Sahel (2 words)
- 6 Pesticides, mining, and manufacturing can cause this (2 words)
- 8 Logging is taking its trees away
- 9 Important right
- 10 Western Africa river that crosses the equator twice
- 12 Efficient way to work
- 14 Washing away of good soil

Down

- 1 River with the same name as an African country
- 2 Rolling grasslands with scattered trees and shrubs
- 4 Group linked by beliefs (2 words)
- 5 Lack of rain for a long time
- 7 Longest river in the world
- 11 Conflicts over this have caused wars
- 13 Economic system of most countries

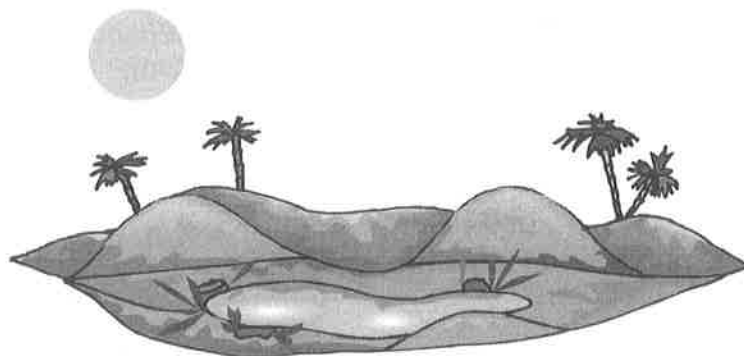
Africa Section I Review

1. What desert covers most of northern Africa?
 A. Sahel
 B. Sahara
 C. Savanna
 D. Kalahari
2. What is Africa's transition zone between desert and rainforest?
 A. Sahel
 B. Sahara
 C. Savanna
 D. Kalahari
3. What African landform has rolling grassland and scattered trees?
 A. Sahel
 B. Kalahari
 C. Isthmus
 D. Savanna
4. Located in Africa, what is the longest lake in the world?
 A. Lake Tanganyika
 B. Lake Okeechobee
 C. Lake Mead
 D. Lake Victoria
5. What desert is located in southern Africa?
 A. Kalahari
 B. Sahel
 C. Sahara
 D. Gobi
6. Located in Africa, what is the world's longest river?
 A. Niger
 B. Rhine
 C. Congo
 D. Nile
7. What mountain range is located in northern Africa?
 A. Atlas
 B. Himalayan
 C. Andes
 D. Pyrenees
8. What is the largest lake in Africa?
 A. Lake Victoria
 B. Lake Tanganyika
 C. Lake Orange
 D. Lake Mead
9. Which African river near the equator is located in the tropical rainforest?
 A. Nile
 B. Niger
 C. Congo
 D. Mekong
10. Which river is the principal river in western Africa?
 A. Nile
 B. Niger
 C. Congo
 D. Mekong



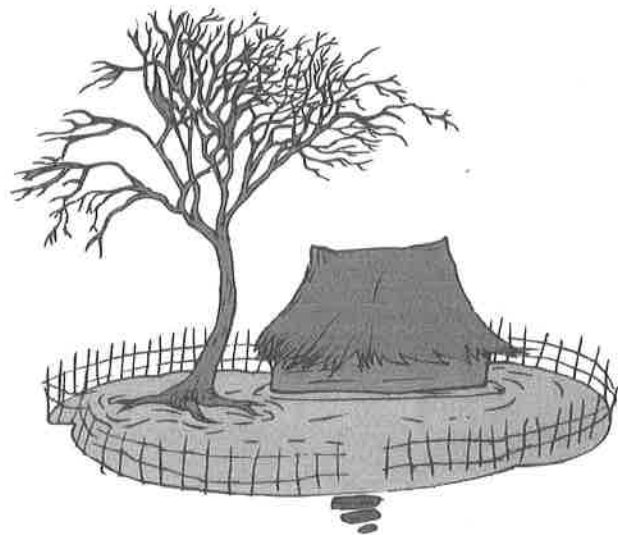
Africa Section I Review

11. What is a result of deforestation?
- A. rain washes soil away
 - B. nutrients in soil wash away
 - C. sun continually bakes exposed soil
 - D. all of the above
12. What is desertification?
- A. spread of desert area
 - B. decrease in desert area
 - C. African farming practice
 - D. way of getting used to desert heat
13. What is a cause of desertification?
- A. deforestation
 - B. overgrazing
 - C. slash and burn agriculture
 - D. all of the above
14. Most of Africa's population:
- A. lives in mud huts
 - B. lives near a river, lake, or coastline
 - C. spends their summers elsewhere
 - D. lives in crowded cities
15. The two main religious groups in Africa are:
- A. Catholic and Methodist
 - B. Hindu and Buddhist
 - C. Muslim and Hindu
 - D. Muslim and Christian
16. An example of an **ethnic group** is:
- A. Arab
 - B. Ashanti
 - C. Muslim
 - D. both A and B
17. Most African languages can be traced to:
- A. Bantu ethnic group
 - B. Muslim ethnic group
 - C. Swahili ethnic group
 - D. Kente ethnic group
18. A high literacy rate generally leads to:
- A. high crime rate
 - B. high standard of living
 - C. high agricultural production
 - D. both A and B
19. The literacy rate in Africa is:
- A. high
 - B. low
 - C. higher for men than women
 - D. both B and C
20. This type of government is a loose alliance.
- A. confederation
 - B. federal
 - C. unitary
 - D. parliamentary



Africa Section I Review

21. One leader holds complete power in this government.
- A. democracy
 - B. republic
 - C. oligarchy
 - D. autocracy
22. Control rests with a small group in this government.
- A. oligarchy
 - B. autocracy
 - C. democracy
 - D. republic
23. The legislature holds the power in this system.
- A. parliamentary
 - B. federal
 - C. presidential
 - D. both A and C
24. Kenya's government is a:
- A. monarchy
 - B. republic
 - C. dictatorship
 - D. autocracy
25. Which country has a dictator?
- A. Sudan
 - B. South Africa
 - C. Kenya
 - D. Egypt
26. An example of entrepreneurship is:
- A. Working at a factory
 - B. Teaching at a school
 - C. Starting a computer repair business
 - D. Both A and B
27. Who gets better access to school in Africa?
- A. girls
 - B. boys
 - C. children under the age of 10
 - D. there are no schools in Africa
28. What has led to famine in Africa?
- A. repeated drought
 - B. AIDS deaths have reduced workforce
 - C. infertile soil and erosion
 - D. all of the above
29. This economic system is based on supply and demand.
- A. market
 - B. command
 - C. traditional
 - D. communist
30. What country has the strongest economy in Africa?
- A. Nigeria
 - B. Botswana
 - C. South Africa
 - D. Namibia



Africa Section I Review

31. This trade barrier is a tax placed on imported goods.
- A. tariff
 - B. quota
 - C. embargo
 - D. boycott
32. An example of a capital investment is:
- A. buying a hamburger
 - B. building a factory
 - C. cutting down trees
 - D. hiring a store manager
33. The European division of Africa caused:
- A. tribal conflicts
 - B. civil war
 - C. desire for independence
 - D. all of the above
34. A strong belief in one's country is:
- A. democracy
 - B. nationalism
 - C. protectionism
 - D. isolationism
35. In 1963, Kenya achieved independence from:
- A. Great Britain
 - B. France
 - C. Spain
 - D. Denmark
36. More than 250 ethnic groups make up this country.
- A. Kenya
 - B. Nigeria
 - C. South Africa
 - D. Rwanda
37. Apartheid separated blacks and whites in:
- A. Kenya
 - B. Nigeria
 - C. South Africa
 - D. Sudan
38. Who was arrested and imprisoned for resisting apartheid?
- A. Nelson Mandela
 - B. F.W. de Klerk
 - C. Martin Luther King, Jr.
 - D. Winnie Mandela
39. The goal of the Pan-African movement was to:
- A. abolish the slave trade in Africa
 - B. elect democratic leaders in Africa
 - C. unite Africans to solve Africa's problems
 - D. create more jobs in Africa
40. This country has lots of oil, but its people are very poor.
- A. Kenya
 - B. South Africa
 - C. Mali
 - D. Nigeria

This is the end of
Africa Section I Review

