REGIONS OF THE WORLD: AFRICA

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INTRODUCTION

This is a two-part program on the physical geography, history, and human geography of the world's second largest continent, Africa.

Part One provides a comprehensive overview of Africa's major landforms, including the world's largest desert, the Sahara, and its longest river, the Nile. Next, the student is introduced to African climates and major ecosystems. Finally, Africa is divided into six distinctive geographic regions.

Part Two takes the viewer on a journey through Africa's long historical past, beginning with the famous "Lucy" skeleton that helped identify Africa as the seat of human evolution. Ancient Egyptian civilization, the black African kingdoms, colonial rule, and independence are explored. The program introduces the slave trade story, African's rich cultural diversity, and its economic status today.

LINKS TO CURRICULUM STANDARDS

This program complies directly with the Curriculum Standards for Social Studies published by the National Council for the Social Studies.

PRE-TESTS

Optional pre-tests are provided for each part of this program on Blackline Master 1, Pre-Test - Part One and Blackline Master 6, Pre-Test - Part Two. These tests will help you determine the level of student comprehension prior to participating in this lesson. Answer Keys begin on page 9 and page 19 of this Teacher's Guide.

VIDEO QUIZ

Each part of this program concludes with a ten-question Video Quiz, which may be used to gauge student comprehension immediately after the presentation of the program. Blackline
Master 2, Video Quiz - Part One and Blackline Master 7, Video Quiz - Part Two provide students with a printed copy of the questions.

TEACHER PREPARATION

Before presenting this lesson to your students, we suggest that you preview the programs, review this guide, and the accompanying blackline master activities in order to familiarize yourself with their content.

As you review the materials presented in this guide, you may find it necessary to make some changes, additions or deletions to meet the specific needs of your class. We encourage you to do so; for only by tailoring this program to your class will they obtain the maximum instructional benefits afforded by the materials.

It is also suggested that the program presentation take place before the entire group under your supervision. The lesson activities will grow out of the content of the program; therefore, the presentation should be a common experience for all students.

PART ONE

STUDENT PREPARATION

Students could prepare for the program by looking for references to Africa in the news. Each student could begin his or her own folder or journal of his or her findings about Africa and continue to include his or her findings from the activities throughout this lesson. You may want the students to look up the vocabulary words addressed in this program and write down their definitions. Students will require access to atlases, as well as encyclopedias or other study sources, and will need to be able to utilize these sources for research. Allow time for the class to become familiar with the names and places on a map of Africa.

INTRODUCING THE PROGRAM

Explain to the class that they will be watching a program about the physical geography of Africa. As a group, view an outline of Africa (this can be drawn on a large sheet of blank paper) or
from a large wall map. Locate the regions on this map; name some countries in the regions. Ask the students to discuss what they know about the geographical landforms, animals, climates, and ecosystems of Africa. Compare how they relate to their own geographical region. Create a list of the class responses and keep them on display in the classroom to demonstrate the growth of the students' knowledge while studying this unit. Accept all answers, and allow students to discuss their differing responses. This will allow you to identify misinformation the students may have and to guide future research topics. You may also want to distribute the pre-test and discuss answers in class to further gauge students' knowledge of the topics.

STUDENT OBJECTIVES

After viewing Part One and participating in the follow-up activities, students should be able to do the following:

• Locate Africa on a map.

• Locate regions of Africa.

• Name some of Africa's well known animals.

• Define a savanna.

• Describe the significance of the Nile River.

• Describe tectonic forces as they relate to continents such as Africa.

• Name the two primary groups of people that populate Africa.

• Locate and label the following geographical features on a map of Africa:

  Atlantic Ocean  Sahara Desert
  Indian Ocean    Kalahari Desert
  Mediterranean Sea Namib Desert
  Red Sea         Rift Valley
  Cape of Good Hope Congo River
  Nile River      Niger River
  Egypt           Madagascar
  Nigeria
• Define the following vocabulary terms:
  savanna
  tropical ecosystem
  desert ecosystem
  continental drift
  oasis

VIEW THE PROGRAM

Total running time: 19:40 minutes.

Suggested viewing tool: Blackline Master 4: Map of Africa. Students will need six colors and a black crayon, marker, or pencil. Ask them to shade in each region as they appear in the program. Draw in the Nile River, the equator, and any other significant areas that you want your class to focus on while studying the physical geography of Africa. Blackline Master 2, Part One - Video Quiz is for use during the video quiz at the end of part one.

FOLLOW-UP DISCUSSION AND PROJECTS

Following the program, you may find it helpful to discuss the key concepts as a class. You may choose to use these questions to begin the discussion. Avoid answering questions directly; ask them higher-level questions allowing them to discover the answer as a group. This may be a good time to share the students' maps if they used them while viewing the program. You may choose from the following questions for small groups to research and report back to the class. Feel free to add or delete questions to suit the needs of your class.

1.) Discuss the geographical size of Africa.
   Africa is the second largest of the continents. Asia is the largest.
   • Project Idea - Create a visual demonstration comparing the size of Africa to other regions in the world. Research and include the actual dimensions of the continents.

2.) Even though Africa is very large, discuss why most of the land is not occupied by people.
   Much of Africa is desert; the Sahara alone is larger than the United States. Without water, people cannot live in the desert. People also have difficulty living in the tropics in large numbers. Most Africans live along the coast, just like in Australia.
They also live in the East African Highlands where the higher altitudes produce cooler temperatures.

• Project Idea - Conduct a poll in your class: what is the most desired climate in which to live? Graph the results and list the reasons that describe what makes that climate ideal. Does it exist? Where?

3.) Describe the relationship between Africa and the equator as it is mentioned in the program. Describe how it divides the continent into two climatologically identical images and how it relates to daylight.

Africa is the only continent that is bisected by the equator. On the equator, the amount of sunlight and darkness never varies. There are equal amounts (12 hours) of each.

• Project Idea - Demonstrate the mirrored image that is referred to in the program using a flashlight, mirror, and poster board. In your presentation, include how this differs from where they live. How does the equator effect their day light situation? What other parts of the world can you find that the equator runs through; do they share a similar climate?

4.) Discuss Africa's climates; find other examples of Mediterranean coastal climates in the world and describe why they are so populated.

Africa has two areas of Mediterranean climates at its northern and southern tips. The name "Mediterranean climate" comes from the coastal climates found around the Mediterranean Sea. The Mediterranean climate in the U.S. is found along the coast in southern California, from Los Angeles to San Francisco. The desert climate is the dominant climate in Africa. It covers most of the northern and southern third of the continent. This is because there is no major mountain range to produce a "rain shadow" like the Rocky Mountains in the United States.

The tropical climate is primarily north of the equator in the west and central regions. The tropics in Africa are experiencing the same exploitive deforestation activities as the tropics in South America and Asia. The African tropics are often in the news in the summer since they are where hurricanes that hit the United States, the Caribbean, and Mexico originate.

The savanna climate is primarily in the eastern and southern part of the country. This is where the large herd animals such as the giraffes, wildebeests, antelope, zebras, and elephants live. Some predators who also live there are lions, cheetahs, leopards, and hyenas.
• Project Idea - Design a montage of a Mediterranean coastal scene, a tropical setting or life on the savanna, and give an example of what life would be like living there.

5.) Discuss Africa's geologic history.
Africa is one of the core continents. It has ancient Precambrian rocks like the Canadian Shield found in North America; therefore, most of the continent is stable. Its features are more a product of erosion rather than mountain building. The exception is in East Africa, site of the Great Rift Valley, a place where the continent is splitting apart. Here we find Africa's most prominent mountain ranges including the peaks, Mt. Kilimanjaro and Mt. Kenya. At one time, Africa was connected to South America and India was wedged between Africa's East Coast and Madagascar. The shifting of landmasses over time is called plate tectonics. And the actual movement of the continents is called continental drift.

• Project Idea - Create a pictorial timeline of Africa's geological history (draw or find pictures in magazines and from the Internet). Lay them out in a timeline to display in the class.

6.) The program showed that Africa is divided into six regions. What are important features of each region?
   • Northeast region: 1) Home to the ancient Egyptian culture. 2) Nile river runs through it. 3) Coastline runs along the Red Sea.
   • Northwest region: 1) All countries are predominantly Arab, 2) These countries have close historical and cultural ties to Europe; In fact, the Moors from Africa once conquered much of Spain. 3) Coastline runs along the Mediterranean Sea.
   • West Africa: 1) West Africa is made up of many small countries, and a medium sized country called Nigeria which is the most populated country in Africa. 2) West Africa was the source of most of the slaves that were brought to the Americas. 3) Slaves were captured by African traders. 4) Today, West Africa is the fastest growing region economically. This is in part because of shipping from its coastal ports. 5) The northern part of the region is desert and the southern part is tropical.
   • Central Africa: 1) This region is set in the tropics and has many traditional cultures. This is because the tropics are often the last populated areas to be transformed by modern technological societies.
   • East Africa: This region has become the main tourist destination for people who want to see the large animal herds. 2) It's home to the famous warrior, hunter/gatherer culture known
as the Maasai. 3) It is a major mountain area in Africa and where the Great Rift Valley is found. 4) The region is dominated by the Savanna climate, which is recognized by its vast grasslands and scrubby trees.

- **Southern Africa:** 1) This region is where many Europeans settled and have large populations in the countries of South Africa and Zimbabwe. 2) The Kalahari and Namibia deserts are found here. 3) Much of the climate is desert, but there are Savanna and Mediterranean climates as well. Economically, it is Africa’s richest region because of its wealth of natural resources and agriculture. More diamonds are mined here than anywhere else in the world.

**Project Idea - Using Blackline Master 5, Africa: The Physical Geography and Region Fun Fact Game.**

Encourage the group to add some questions to the game that they have discovered on their own from researching the Internet and other resources. A game can be formed in a variety of ways, try to include a role for everyone. For example: Create teams that collaborate in order to answer questions. Have a predetermined time allotted to answer the question; use a timer or stop watch, have one person responsible for watching the time. The host asks a question, “What is the most populated country in Africa?” If none of the teams can answer, another clue is given and you build on the concept till one team answers successfully. Each group has a buzzer (or some special noise maker); as soon as they are prepared to answer the question, they make a noise, or they raise their hands, and the host ask them for their answer. The audience decides by taking a poll of hands whether the answer is correct or not. If the audience says “no,” then the question is presented to the teams once again. This continues until the audience is in agreement that the correct answer has been given. Keep score of the number of correct answers per team.

**FOLLOW-UP ACTIVITIES**

1. **Blackline Master 1, Pre-Test** is to be given to your students prior to viewing part one to assess their prior knowledge of the topic.

2. You may choose to duplicate and distribute a copy of **Blackline Master 2: Video Quiz.** It corresponds to the questions and answers presented at the end of Part One. Included with the video quiz you may choose to distribute a copy of
Blackline Master 4: Map of Africa to fill in the regions and other key areas that you want your class to focus on while viewing the program.


(4.) Duplicate and distribute a copy of Blackline Master 3a, Vocabulary Exercise, Part One. This exercise will help the students further understand geographic terminology.

(5.) Duplicate and distribute a copy of Blackline Masters 4a-4c: Map of Africa. These activities will encourage students to utilize maps and will provide them with a tool by which to learn locations of countries and other geographic distinctive features.

(6.) Blackline Master 5, Africa: The Physical Geography and Region Fun Fact Game may be used in small groups or with the entire class. Suggestions for playing - Africa: The Physical Geography & Region Fun Fact Game. The rules are flexible and should be altered to meet the needs of your group. Suggest that the class make some of their own fun fact cards to add to the game after researching some of Africa's geographical characteristics. The number of players may vary. It may be played in a small group or in teams. One player or team reads one clue from a card and after each clue the other players or teams have a designated amount of time to answer; after a designated amount of time has lapsed, the next clue is given. If playing in teams, the rules should include a way for the teams to designate that they are ready to try to answer. This could be done by raising their hands or making a noise, they then give their answer. If correct, they receive a point and the game continues. If incorrect, a point is subtracted (they may end up in the negative) and the next clue is given until the correct answer is given.

(7) Blackline Master 11, Post-Test - Part One, should be given to students after viewing the program and completing additional activities to assess their knowledge of the topic.

EXTENDED LEARNING ACTIVITIES

• Prepare a report on continental drift. How has it affected Africa's global position? Is it still playing a role?

• Find the sizes and locations of the world's great deserts. What adaptations have occurred in order to sustain life?
• Find the lengths and locations of the world's great rivers and list their greatest benefits to that area.

• Report on the African climates, design a dream travel itinerary to the Mediterranean or safari.

• Make a list of Africa's largest mammals and categorize them into predator and prey.

INTERNET SITES

Maps, climate and geography of Africa
http://www.geographic.org/maps/africa_maps.html

Historical and political maps of Africa
http://www.lib.utexas.edu/maps/africa.html
Maps and other fun facts of Africa
http://www.nationalgeographic.com/resources/ngo/maps

The history and theory of plate tectonics
http://www.ucmp.berkeley.edu/geology/tectonics.html

Museum of Paleontology University of California Berkeley
http://www.ucmp.berkeley.edu/index.html

Research the deserts of Africa
www.britannica.com

Download images of animals of Africa
http://www.zdnet.com/downloads/stories/info/0,001FCV,.html

ANSWER KEY

Blackline Master 1, Pre-Test - Part One
1) b. False
2) d. All the above
3) b. False
4) b. False
5) c. Sahara
6) a. Nile
7) a. True
8) a. True
9) a. Low carrying capacity for life.
10) a. True
Blackline Master 2, Video Quiz - Part One
1) a. Many countries
2) a. True
3) b. False
4) b. second largest
5) c. camel
6) a. True
7) b. and c.
8) c. Atlantic and b. Indian
9) b. False
10) a. True

Blackline Master 3a, Vocabulary Exercise
1) humanoid
2) oasis
3) adaptations
4) regions
5) Nile River
6) savanna
7) continental drift
8) desert ecosystem
9) tropical ecosystem
10) mega fauna

Blackline Master 4a, Regions of Africa
Blackline Master 11, Post-Test - Part One
2. South Africa
3. Northeast region
4. East
5. West
6. Northwest
7. Central
8. Atlantic - Indian
9. true
10. b
11. Africa remains isolated from other continental and oceanic plates.
12. The answer should include four of the following; it has a
sustained agricultural base, it runs through nine countries. It flows into the Mediterranean Sea; it flows through desert; it has been the lifeblood for the people who live along it's banks for the past 6000 years; it is sourced by two rivers, the White Nile, and the Blue Nile.

PART TWO

STUDENT PREPARATION

Students could prepare for the program by looking for references to Africa in the news. Each student could begin their own folder or journal of their findings about Africa and continue to include their findings from the activities from this lesson. You may want the students to look up the vocabulary words addressed in this program and write down their definitions. Students will require access to atlases, as well as encyclopedias or other study sources, and will need to be able to utilize these sources for research. Allow time for the class to become familiar with the names and places on a map of Africa.

INTRODUCING THE PROGRAM

Explain to the class that they will be watching a program about the history and human geography of Africa. With the students, discuss what they know about the history of Africa. Ask them to discuss what they know about the history of Africa, and how this compares to their own region. Ask them what they know about the current economic climate of Africa, and what its major industries are. Accept all answers; allow the students to discuss their differing responses. Write down their responses and save them in order to compare their later discoveries. This will allow you to identify misinformation the students may have and to organize research groups from their interests. You may also want to distribute the Blackline Master 6, Pre-Test Part Two and discuss the answers in class to further gauge student knowledge of the topic.

STUDENT OBJECTIVES

• Name the ancient civilization that originated in Africa.

• Describe the forces that created Sub-Sahara Africa.

• Explain why Sub-Sahara Africa is where black Africans predominate.
• Describe the forced slave trade that arose in Sub-Sahara Africa.

• Explain that much of Africa's modern problems are a result of colonial rule that occurred in the early part of the 20th century.

• List and define three dominate religions of Africa.

• Define the following vocabulary terms:
  pyramid dictator
  culture pharaoh
  colonization Nubian
  animism resources

VIEW THE PROGRAM

Total running time is 20:00 minutes.
Distribute a copy of Blackline Master 7, Video Quiz - Part Two if you want the class to participate in the quiz following the program.

FOLLOW-UP DISCUSSION AND PROJECTS

Following the program it is helpful to discuss the key concepts as a class. You may choose to use these questions to begin the discussion. Avoid answering questions directly; ask them higher-level questions allowing them to discover the answer as a group. You may choose from the following questions for small groups to research and report back to the class. Feel free to add or delete questions to suit the needs of your class.

1) What important contribution has Africa made to early human development?

Scientists believe that all of the early and the first humanoids originated in Africa. This includes "Lucy," the most complete humanoid skeleton. Modern humans, called homo sapiens, also originated in Africa.

• Project Idea - Create a visual presentation using pictures or with a power point presentation describing how Africa was an important contributor to early human development.

2) List and discuss the many unique and fascinating facets of the ancient Egyptian Kingdom. They built the pyramids, one of
the world's great wonders. Inside the pyramids, they placed mummies, preserved bodies of the dead Kings and Queens who were called pharaohs. They produced many objects of art, had a written language, and were the first group of people to build a civilization in the modern sense. The empire lasted over 4000 years.

•Project Idea - Find examples of the artifacts discovered, describe the significance of preserving bodies, describe the process of building pyramids, or show a sample of what the written language looked like. Design and describe what the first modern civilization might have looked like 4000 years ago.

3) Describe the significance of the relationship between the Nile River and the people who live along it.
The Nile's water has been the lifeblood for the people who live along its banks for 6000 years. It is the only reliable source of fresh water in an otherwise dry region.

•Project Idea - Present a sample scenario of what life on the Nile was like in the past for a family and what life on the Nile is like now. Include in the presentation what homes are built from and look like, what are the common crops grown, what is the climate, what are the economic strengths and other natural resources in the area.

4) Describe the relationships between the Sahara Desert and the African people.
The Sahara Desert changed from a Savanna ecosystem to a desert. As a result, people were forced to either live along the Nile or to move south into more hospitable climates. The growth of the Sahara Desert isolated these two populations from each other. The region to the South of the Sahara is now called Sub-Sahara Africa. A nomadic culture that relied on the camel for transportation developed in the Sahara.

•Project Idea - Arrange the classroom so it assimilates the expanse of the Sahara desert that divides the two groups. Ask half the class to sit on one side of the room; include the group that has researched what life was like on the Nile. Do the same for the other side of the room; with this group, provide them with cards that describe what life was like in a very different culture and climate. Ask the groups to attempt to trade and to communicate across the desert.
5) What was the name of the culture that lived upstream on the Nile during the Egyptian Empire?
_The Nubian culture paralleled the Egyptian Empire. The Nubians achieved the same accomplishments of the Egyptians but often fought with them. The Nubians were black Africans. The descendants of these people still exist today._
•Project Idea - Present a skit that shows the paralleled existence of the Egyptian and Nubian cultures. Include some of the similarities and differences of these two cultures.

6) What happened in Africa from 1500 to the 1850s?
_It was the time of slave trade where black Africans were sold into slavery._
•Project Idea - Report to the class how the slave trade affected life and productivity in African villages. Include the impact on families, the economy, morale, trust, and trade.

7) What happen to Africa in the late 1800s?
_Europeans colonized Africa to rule it and control it. Colonization occurred in North and South America, India, Australia, and much of Asia. Africa was one of the last areas to be colonized. The result in Africa was that countries were created that belonged to various European nations. The resources of Africa were exploited by the European nations for their own benefit and without regard to the African people._
•Project Idea - Design a large map for the classroom that shows the colonized countries in Africa and involved nations. Give examples of exploitation that existed and list possible benefits gained from colonization and the problems that exist because of colonization.

8) The program mentioned three religions that were important to Africa. What were they?
_Christianity moved into North Africa shortly after it began, the Europeans brought it to Sub-Sahara Africa in the 19th century. Islam spread to North Africa from the Arab nations in the east where it originated; now it is spreading south. The ethnic religions are still practiced by some groups in Sub-Sahara Africa. Ethnic religions are typically dominated when they come in to contact with universalizing religions, such as Christianity and Islam._
•Project Idea - Create a "Groups of Africa Bingo Game" and play it with the class. Use the grid on Blackline Master 10, Game Grid. Copy and distribute the grid to all the players. Ask each player to write the names of the groups chosen to be
included in this game randomly in their grids. Provide the hints that the group has designed clues. Read the clues out loud and when a player knows the group being referred to, he or she puts a chip on that square. When a player has filled in a straight line or diagonal line, he or she screams “AFRICA!” Examples of clues, using the information in the program or from research, "Who prays facing the holy city of Mecca five times a day?" or "This group is strongly connected to the land, animals, and natural events."

9) What is Africa's political and economic status today?

When colonialism fell in the last half of the 20th century, conflict followed. As in Yugoslavia, the boundaries of the colonial colonies were artificial and did not reflect cultural identities. For over two hundred years, Africans were not allowed to develop their own economic infrastructure or develop democratic governments. Consequently, when the colonies obtained freedom, dictators often ruled. Killing wars, poverty, and disease followed. Only now is a new breed of leaders emerging that is interested in Africa's people. But Africa is still in for some challenges as its population is growing beyond its ability to support it. AIDS is also a major problem in Africa.

Project Idea - Present a news program, include a panel of political leaders, citizens and a host. Create a question and answer forum that relates to the current economic status in a specific area of Africa today.

FOLLOW-UP ACTIVITIES

1.) Blackline Master 6, Pre-Test, is to be given to your students prior to viewing part two to assess their prior knowledge of the topic.

2.) You may choose to duplicate and distribute a copy of Blackline Master 7, Video Quiz. It corresponds to the questions presented at the end of Part Two.

3.) Blackline Master 8, Vocabulary Study Guide Part Two.

4.) Duplicate and distribute a copy of Blackline Master 8a, Vocabulary Exercise. This exercise will help the students further understand cultural geographical terminology.

5.) Duplicate and distribute Blackline Master 9: Map of Africa - History and Culture. This will reinforce significant cultural and geographical locations in Africa.
Blackline Master 12, Post-Test - Part Two should be given to your students after viewing the program and completing additional activities to assess their knowledge of the topic.

EXTENDED LEARNING ACTIVITIES

- Research and report on the different dynasties of ancient Egypt.
- Research and report on how mummies are preserved.
- Research and report on which European countries controlled specific African countries.
- Take a trip to a local museum that may have African exhibits (art or natural history).
- Visit a mosque or have someone come in and speak on Islam.
- Arrange a timeline of the human species.
- Research and report on the significance of the Suez Canal.

INTERNET SITES

African cultures
http://africancultures.about.com/culture/africancultures/cs/maps/index.htm

Columbia Encyclopedia, search by topic
http://ww.infoplease.com/encyclopedia.html

Natural History Museum: “AFRICA: One Continent. Many Worlds”
www.lam.mus.ca.us
A look at Africa: its diversity, wealth, people, culture, and rich history.

"The Story of Africa" from BBC Worldwide includes information on African history, colonization, and national independence.
The inauguration of the Suez Canal
http://www.sis.gov.eg/calendar/html/cl171196.htm

ANSWER KEY

18
Blackline Master 6, Pre-Test - Part Two
1) a. True  6) b. Colonial Rule
2) a. Egyptian  7) d. All the above
3) a. True  8) a. True
4) a. True  9) a. True
5) a. True  10) a. True

Blackline Master 7, Video Quiz - Part Two
1) a. true  6) b. nomads
2) c. Lucy  7) a. true
3) c. Nile River  8) c. Europeans
4) b. false  9) a. Islam and c. Christianity
5) c. mummies  10) a. large cities

Blackline Master 8a, Vocabulary Exercise - Part Two
1. Lucy
2. Pyramids, Pharaoh, Mummies
3. Nomadic
4. Nubian
5. Colonization
6. Animism
7. Resources - the fill in the blank should include three of the following: agriculture, fisheries, metals, oil, animals, or timber.
8. Sub-Sahara
9. Dictator's
10. Suez Canal

Blackline Master 9, Map Exercise, Africa: History and Culture
Blackline Master 12, Post-Test, Part Two
1. Lucy
2. Egyptian culture
3. dynasty
4. When the camel walks, it moves both feet on one side of its body, then both feet on the other side.
5. Camel caravans allowed new ways of life to emerge allowing people to live in the desert.
6. Islam, Christianity, traditional (ethnic)
7. Islam
8. The answers should include some of the following: fish, metals, diamonds, oil, timber, agriculture, animals.
9. Answers should include the impact on families, the economy, morale and trade.
10. European
11. Aswan Dam, Suez Canal

SCRIPT OF NARRATION
PART ONE    PHYSICAL GEOGRAPHY

Africa is a continent known for its diversity of people, with many cultures and lifestyles ranging from modern urban dwellers, to a variety of rural and traditional modes of living. Africa is also known for its grasslands and savannas that are home to an amazing collection of large animals, animals that are from a time 10,000 years ago when mega-faunas of elephants and lions roamed much of the world. But it is much more. In this part, we will look at the basic geographical facts about Africa, see how it divides into regions, and look at some of the continent's prominent geographical features.

Basic Geographical Facts
What are the main facts about Africa? Did you know that Africa is the second largest of the continents? Its landmass constitutes 20% of the earth's terrestrial surface. Its 11,700,000 square miles, or 30,300,000 square kilometers, are home to nearly a billion people. Africa is bordered by oceans on two sides: the Atlantic on the west and the Indian Ocean on the east. Where the two great bodies of water come together is the famous Cape of Good Hope.

The Mediterranean Sea separates Africa from Europe and the Red Sea separates it from Asia.

Africa's 19,000 miles, or 31,000 kilometers, of coastline is relatively unbroken. Its Sahara Desert is so large it could hold the United States. Africa contains some of the world's great rivers
including the longest, the Nile River. It is the only continent that straddles the equator and is bracketed by the Tropic of Cancer to the north and the Tropic of Capricorn to the south.

Africa is the cradle to the human race, the place where early humanoid species first appeared. It is also the site of many great civilizations, such as the ancient Egyptian and Nubian cultures that thrived along the Nile River two to six thousand years ago. Today Africa's people are divided into two groups: a largely Caucasian, Semitic peoples who are descendants of the ancient Hebrews, Akkadians; and Phoenicians, commonly known as Arabs, who occupy the northern third of the continent. The southern two-thirds is made up primarily of people called Black Africans.

Africa boasts one of the world's great cities, Cairo, Egypt, with 12 million inhabitants. Cairo is one of the world's economic power centers and has a rich cultural heritage.

**Regions of Africa**

What most people don't know is that Africa contains many countries - 46 in all.

Geographers divide Africa into six regions, which share physical and cultural features. Now let's look at these regions.

Egypt and Sudan once formed part of the ancient Egyptian Empire. Four other countries make up the rest of Northeast Africa. A coast along the Red Sea unites this region. The Nile River flows through this region. It also has some of Africa's richest farmland.

Northwest Africa is perched along the Mediterranean Sea. The Arab countries of Libya, Algeria, Morroco, Tunisia, and Western Sahara comprise this region. It has large coastal populations that share many historical and cultural features with its European neighbors to the north. Inland from the coast is a desert with abundant oil resources.

South of this region is West Africa. It is split by desert to the north and tropical rain forest to the south. Today, it is one of the most rapidly developing regions. It contains Nigeria, Africa's most populated country and the important oceanic port states of Senegal, Liberia, and Ghana. There are eleven other countries in this region.

Central Africa is largely made up of countries set in the tropical rain forest. Zaire is Africa's third largest country and Cameroon
is home to over 200 ethnic groups, including Pygmies. All of the countries in this region are clustered around the equator.

The countries of Uganda, Kenya, Tanzania, Zambia, and other small states form the East African region. People come from all over the world to view this region's animal herds.

Southern Africa is the last of the continent's regions. Two of Africa's richest countries are found in this region: Zimbabwe and South Africa. Other countries of the region are rich in natural resources and agriculture. Part of this region is marked by the grasslands and savannas that support the same large wild animal herds that are found in East Africa. But it also contains the Kalahari and Namibia Deserts.

Off the coast of Mozambique is the island of Madagascar, which was once attached to the continent of Africa. Madagascar is the fourth largest island in the world.

**Geographical Features**

The most dominant feature of Africa is the Sahara Desert. It is a place where the sun rules supreme. At times, temperatures reach over 150 degrees Fahrenheit, or 66 degrees Celsius. The Sahara is the largest desert in the world - larger than most countries. East to west it is more than 2,500 miles, or 4000 kilometers, across. From north to south, it is approximately 900 miles, or 1500 kilometers, long. But the southern edge of the Sahara itself is always shifting, due to natural variations in climate, particularly the amount of rainfall in a year, so no one knows exactly how big it is.

Most of the Sahara consists of gravel plains and low-lying mountain ranges. But it is best known for the vast stretches of sand that take up only 10% of its area. Often the sand wells up into spectacular dunes that are like waves on the ocean, ever shifting, growing, and receding. Dunes can reach up to 200 feet, or 61 meters, in height and can stretch for hundreds of miles. The weather across the desert is hot and dry; frequently subject to violent sandstorms. Throughout the Sahara, there are oasis-places where precious water is found in the form of springs and wells.

As we have mentioned, far to the south is the Kalahari Desert. The Sahara and the Kalahari are both equidistant from the equator. Later, we shall see how Africa's climates are a mirror image of themselves.

Over 50 million years ago, Africa was joined to the continent of
South America. But, by a process known as continental drift, the two countries were separated by the Earth's internal tectonic forces. Africa remains in relative isolation from other continental and oceanic plates. As a result, Africa has become an old and stable continental platform that is not subject to many of the forces that produce earthquakes and volcanoes. Therefore, there is little uplifting to generate spectacular mountain ranges and peaks. In fact, most of Africa is a great rolling plateau, the exception being the Highlands of East Africa. It is here where the highest peaks in Africa, Mount Kenya and Mt. Kilimanjaro, rise up.

Not far from these mountain peaks is a geographical feature where tectonic forces are pulling the continent into two parts. It is known as the Great Rift Valley and it is over 6,000 miles, or 9700 kilometers, long, but in East Africa its southern terminus is most pronounced. The Great Rift Valley contains some of Africa's largest lakes such as Victoria, Tanganyika, and Nyasa. The Rift Valley lakes are source waters for a number of Africa's great rivers, including, the world's longest river, The Nile. The Nile River, which runs from south to north, is 4,200 miles, or 7,000 kilometers, long. Unlike most of the world's major rivers, the Nile flows through desert land. The Nile is actually sourced by two rivers, the White Nile and the Blue Nile, which eventually join up and flow into the Mediterranean Sea. The Nile river system flows through nine countries and is literally the lifeblood of tens of millions of people. In a desert where water is a precious commodity, the Nile Valley has sustained a rich agricultural base that has allowed a series of civilizations to flourish for over six thousand years. The rich delta where the Nile flows into the Mediterranean is the cradle to Western civilization.

What are Africa's other major rivers? They are the Congo and Zambize, which are also sourced in the Rift Valley, and West Africa's Niger River.

Climates
Now let's look at Africa's climates. Africa is an incredible array of tropical, semi-arid, and arid climates. The continent's climates are arranged primarily in east-west bands. On the northern and southern tips are Mediterranean climates, climates that are mild year-round. Next, desert climates are found in both the northern and southern third of the continent. Here, rainfall is low and it's hot year-round. The middle of Africa is marked by a tropical climate on the west where days are consistently hot and humid. To the east, a semi-arid savannah climate is found. It is marked by seasonal dry and wet periods. The vegetation
of the savanna is made up of grasslands scattered with medium-sized trees. As we can see the equator, like a mirror, divides the continent into two climatologically identical images, just as a real mirror produces two identical but opposite mirror images. An interesting observation is that the continent is devoid of any cold seasons—there are no arctic or temperate climates in Africa.

**Ecosystems**  
In the area of the savanna climate we find one of Africa's most fascinating ecosystems. Here there are more, large, free ranging mammals than anywhere else on earth. We can see such animals as giraffes, elephants, Cape buffalo, and a wide assortment of antelope. Predators such as lions and hyenas still roam free. Such large mammal populations once existed on all continents, in most ecosystems. But human intervention has turned their habitats into agricultural lands. Only 50 years ago, herds of wild animals roamed over this land.

Outside of oasis, the desert ecosystem is one that has a low carrying capacity for life. The few plants that grow here have adaptations in the form of long and massive root systems.

In the tropical ecosystem we find a lush forest canopy with a large assortment of birds and primates. Its rivers are home to the famous African crocodiles.

Much of Africa's hot interior climates and low-lying topography combine to produce areas that are inhospitable to human life, consequently, most of Africa's population lives along its extensive oceanic coastline and eastern highlands. We will learn more about this in part two.  

**PART TWO - HISTORY AND CULTURE**  
The land that is Africa has played a prominent role in shaping its people. In Part Two, we will look at Africa's long and remarkable parade of ancient civilizations, see how European colonialism in the last 200 years has affected its people, and learn about the cultural, ethnic, and economic features that define Africa's people today.

**Ancient History**  
Africa has a very long history. Archaeologists now know the continent is the birthplace of the human race. *Homo sapiens* started in Africa and in a mere hundred thousand years spread across the planet. Artifacts and skeletons from other, even earlier humanoid species have been uncovered only in Africa, including the famous Lucy. Lucy, seen here in a re-creation, is one of the earliest complete humanoid skeletons ever found.
These early people formed hunter-gatherer cultures. This changed in Northern Africa around 4000 BC when one of the world's great ancient civilizations started to grow up along the Nile River. It was the Egyptian culture and it became the first nation the world was to see.

At one time, the Sahara Desert was an area of lush grasslands and forests. Here we can see rock art produced by the early hunter-gatherers depicting animals that once lived in this ecosystem that is similar to the one found in East Africa today. But as the climate became hot and dry, the people were forced to move toward the only reliable source of water—the Nile River. Here people learned successful agricultural practices by planting crops in the river flood plain; a practice that is still carried on today. As a result of this abundance of food, a complex governmental system emerged based on a god-king called a pharaoh. Periods of rule by a particular pharaoh were known as a dynasty.

The ancient Egyptians made significant advances, particularly in architecture, which resulted in the construction of the famous pyramids. The pyramids are actually tombs for dead pharaohs and are truly one of the great wonders of the world. Inside the tombs were the embalmed bodies of these dead kings. In common language, they are called mummies. They are four thousand-year-old bodies that are remarkable today in their preservation.

The ancient Egyptians also created superb objects of art, a written language, and the concept of a single god. They were one of the first to use metal to make weapons and to build a large empire by conquering other people.

The old Egyptian culture came to an end around 300 BC. At this time, Alexander the Great, a Greek conqueror, overtook the old Egyptian kingdom and built the port city of Alexandria, which still flourishes today along the Nile Delta. The last Egyptian ruler of this four-thousand-year-old civilization was Cleopatra, a queen of Egypt made famous by the playwright William Shakespeare.

In the latter years of the Egyptian Empire, the camel was domesticated and introduced into Africa. A camel can go five to seven days with little or no food and water. Africans now had a way to transport goods such as gold, ivory, spices, weapons, and slaves across the vast desert distances. Camel caravans forged trans-Sahara trade routes. And new ways of life emerged allowing people to live in the desert. This nomadic way of life
persists today as one of the many traditional forms of living still in existence in 21st century Africa. The camel is sometimes called the ship of the Sahara. When walking, the camel moves both feet on one side of its body, then both feet on the other. This gait suggests the rolling motion of a boat, explaining the camel's nickname.

The growth and advance of the Sahara Desert 6000 years ago formed a barrier essentially isolating the people to the south, creating a region called "Sub-Sahara" Africa. The people of this region were, in effect, cut off from the Egyptian culture to the north. This region is comprised mainly of black African people. During the period of isolation, a number of great kingdoms rose and fell in Sub-Saharan Africa. Most notable was a culture that paralleled that of the ancient Egyptians called Nubia. It existed down river, along the Nile, in what are now Southern Egypt and Sudan. The Nubians equaled the ancient Egyptians in accomplishments and longevity while retaining a separate cultural and religious identity. Descendent populations from the Nubian culture still exist in villages along the upper Nile. According to their Islamic religious practices, men, women, and children are highly segregated in this society. These black African people have more cultural beliefs in common with the Mediterranean people to the north than with the other black societies to the west and south.

Before the arrival of European colonists, Sub-Saharan Africa was dominated by a series of rich kingdoms: the Ghana Kingdom, which ruled from 500-1000 AD; The Mali, from 1200-1400 AD; and the Songhai, from 1400-1500 AD; these kingdoms were all in West Africa. Further south was the Zimbabwe Kingdom, which began around 1000 AD. The people of this empire built the stunning city-state called Great Zimbabwe. Early explorers were amazed by the accomplishments found here. All of these Sub-Saharan empires produced major objects of art, architecture, and metalwork. Much of these post-Egyptian Empire's wealth was based on trade with the Arab nations to the north.

Modern History
Over time, the Saharan traders became increasingly involved in human slaves. In the early 1500s to the middle of the 1800s, it is estimated that over seven million Sub-Saharan people were sold into slavery primarily in North and South America and the Caribbean. This prison-like structure on the West Coast of Africa is one of the places captured Africans were held until they were shipped to the Americas. Not only was there a terrible cost in misery and suffering for the slaves, but by continu-
ally taking away Sub-Sahara’s most able-bodied men and women, the slave trade created a void in the economy that continues to play a role in Africa’s development.

At the same time, beginning in the 1800s, Europeans began pushing into Africa, first as explorers and then as conquerors. The countries of Great Britain, France, Spain, Portugal, and Belgium essentially divided the entire continent into colonies under their rule. The process of colonization, which brought Africa under European rule, took a mere 20 years, from 1880 to 1900. As a result of this colonization, the native people and land were exploited to bring Africa’s riches to the colonizing countries. Once again the development of true African nations and their economic infrastructure was stifled. Colonization laid the groundwork for many of Africa’s political problems of today. This is, in part, because the colonial borders did not respect previous African national and tribal boundaries.

In the second half of the twentieth century, the colonies declared political independence—but at a high cost: war, famine, disease, and illiteracy all combined to produce a weak infrastructure, hampering economic progress into the 21st century. Now let’s look at Africa’s people and its resources as they exist today.

Africa’s people are more diverse than the people of any other continent. There are over one thousand ethnic groups - people who share a common set of beliefs and traditions and there are over 800 languages. The derivation of these languages falls into two great groups: Arabic, spoken in the north, and Bantu, in the Sub-Sahara.

Three types of religions dominate Africa: Islam, Christianity, and traditional (ethnic).

Islam came to North Africa in the seventh century and has been spreading southward ever since. Practitioners worship in Mosques and are known as Muslims. Five times a day a Muslim prays facing the holy city of Mecca. Islam has no priest class but leaders aggressively seek out new members.

Christianity came to Africa right after its creation in the first century AD. New forms of Christianity were brought with the colonists and were adopted by many of the native people. About 50% of Africa is now Christian.

Ten percent of Sub-Sahara Africa still practices traditional or ethnic religions. Not much is known about these traditional practices, but they are sometimes called "animism" because of
their close connection to the land, animals, and natural events.

Africa still has a significant number of people living traditional lifestyles. We have already seen the nomads of the deserts. In Sub-Saharan Africa there are many hunter-gatherer cultures, such as the Maasai, with its strong warrior class. There are also Sub-Saharan Africans who are nomadic herders. Many people live in small villages throughout all of Africa. But the vast majority of Africans live in cities, particularly along the coasts.

Cairo, Africa's largest city, is a rich diversity of religions, commerce, architecture, and ethnicity. Like many developing areas around the world, Africa's people are fleeing from the rural countryside into large cities, creating both economic opportunity and urban poverty. Africa is becoming increasingly urbanized. The world's fastest growing cities are in Africa.

Africa is a continent of abundant resources. Fisheries, metals, oil, timber, and agriculture form its resource base. However, the colonial period did not provide the necessary political and economic institutions for effective resource exploitation. Without democracy and multi-party elections, it was easy for dictators to take power and rule the liberated countries. Dictators were often not interested in improving education or the well being of their people. One of Africa's new breed of political leader talks about some of the challenges facing Africa today.

"This country needs to have a Free-Market Economy. Okay? Where we will have Free Enterprises. Private companies should be allowed; foreign investments should be encouraged to bring in technology and foreign capital as well. And also the investors should be encouraged. There has to be some deliberate policy to have local or an indigenous business community."

One industry that does thrive in Africa is tourism. People come from all over the world to see the many ancient ruins, to enjoy the coastal resorts, and to view the magnificent wildlife. Many Black people living in other parts of the world travel here to discover their African roots.

As Africa moves into the 21st century, it can boast such engineering wonders as the Aswan Dam and the resulting Lake Nasser. Another is the Suez Canal, which connects the Indian Ocean to the Mediterranean Sea and the Atlantic Ocean. But Africa also faces many problems, as its vast, ethnically diverse populations grapple with poverty and the creation of stable political institutions. It is the hope that the rich history and culture that is Africa will serve it well in the future.
REGIONS OF THE WORLD: AFRICA
PRE-TEST - PART ONE

Directions: Answer the following questions as directed by your teacher.

1.) Africa is a country.
   a. True
   b. False

2.) Which of the following animals lives in Africa?
   a. elephants
   b. camels
   c. Cape buffalo
   d. All the above

3.) There are _____________ regions in Africa.
   a. six
   b. two
   c. ten

4.) Africa's geographical features are much like those found in the United States.
   a. True
   b. False

5.) Which of the following is a desert found in Africa?
   a. Gobi
   b. Mojave
   c. Sahara

6.) Name the world's longest river.
   a. Nile
   b. Mississippi
   c. Amazon

7.) The equator divides the continent of Africa in half.
   a. True
   b. False

8.) Fifty million years ago, Africa was joined to the continent of South America.
   a. True
   b. False

9.) A desert ecosystem has
   a. a low carrying capacity for life.
   b. no capacity for life.
   c. a high carrying capacity for life.

10.) The savanna climate is where there are more large, free roaming mammals than anywhere else on Earth.
    a. True
    b. False
VIDEO QUIZ - PART ONE

Directions: Answer the following questions as directed by your teacher.

1.) Africa has:
   a. Many countries
   b. Few countries
   c. An average number of countries

2.) Africa was once joined to South America.
   a. True
   b. False

3.) Africa is one of the newer continents.
   a. True
   b. False

4.) Africa is the:
   a. Largest continent
   b. Second largest continent
   c. Third largest continent

5.) An animal found in the desert is the:
   a. Gorilla
   b. Antelope
   c. Camel

6.) The Nile is the longest river in the world.
   a. True
   b. False

7.) Africa has:
   a. Many cold climates
   b. Mostly hot and wet climates
   c. Mostly hot and dry climates

8.) Name the two oceans that surround Africa.

9.) The Rift Valley is one of Africa's deserts.
   a. True
   b. False

10.) The Sahara is the world's largest desert.
    a. True
    b. False
VOCABULARY STUDY GUIDE - PART ONE

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**arid**: Dry climate without moisture.

**continental drift**: Theory of movement of continental plates.

**desert ecosystem**: An area with low carrying capacity for life. The few plants grown here have adaptations to form long and massive root systems in order to retain moisture over a long period of dry spells.

**humanoid**: Early human skeleton species.

**mega fauna**: Vertebrates that are generally larger than a rabbit.

**tectonic forces**: Internal energy created inside the earth that shifts continental plates.

**tropical ecosystem**: Lush, moist, forest along rivers that are homes to birds, primates, and crocodiles.

**oasis**: A water source found in the desert in the form of a spring or a well.

**semi-arid**: Climate marked by seasonal dry and wet periods.

**savanna**: A plain of course grasses and scattered tree growth, often in the tropical and sub-tropical regions where rainfall is seasonal.

**adaptation**: Modified structure and function of plants to survive in various environments.

**climate**: Weather conditions of a region over a period of time.

**region**: A geographic area that shares physical and cultural features.

**Mediterranean**: The northern and southern tips of Africa along the sea, where the climate is mild year-round.

**Nile River**: The longest major river in the world that runs from the south to the north in Africa through nine countries. The Nile River is a precious commodity and is the lifeblood to tens of millions of people.
1. Africa is the cradle to the human race, it is the place where early ________________ species first appeared.

2. When traveling in the desert, an ____________ would provide water in the form of a spring or a well.

3. Plants grown in the desert have ________________ in the form of long and massive root systems.

4. Africa has 46 countries and divides into six ________________, which share physical and cultural features.

5. The ___________________________ is the lifeblood to tens of millions of people.

6. Vegetation on the ____________________ is made up of grasslands scattered with medium-sized trees.

7. Africa and South America were connected, and then separated by the Earth's internal forces, a process known as _____________________________.

8. The ____________________________ has a low carrying capacity for life.

9. In a ______________________________, there are a large assortment of birds and primates.

10. Africa is home to an amazing collection of animals from 10,000 years ago, when ________________ roamed much of the world.
Directions: Lightly shade in, using separate colors, and designate the six regions of Africa:

Northeast Africa  Central Africa
Northwest Africa  East Africa
West Africa       South Africa
Directions: Label the following:

- Atlantic Ocean
- Indian Ocean
- Mediterranean Sea
- Kenya
- Egypt
- Morocco
- Zaire
- Nigeria
- South Africa
- Madagascar
- Red Sea
- Zimbabwe
- Equator

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Directions:
• Using a blue-colored pencil or marker, indicate the course of the Nile River, Congo River, and the Niger River, and Lake Victoria.
• Using a brown pencil or marker, indicate the Sahara Desert, Kalahari Desert, and the Namib Desert.
• Draw and label the location of the Great Rift Valley, Cape of Good Hope, Mount Kenya, and Mount Kilimanjaro.
1. This country is located in West Africa.
2. It is the most populated country in Africa.
3. Part of this country borders the Atlantic coast.

ANSWER: NIGERIA

1. The Nile River runs through this region.
2. It is home to the ancient Egyptian culture.
3. Its coastline runs along the Red Sea.

ANSWER: NORTHEAST REGION

1. The Kalahari and Nimbi desert are in this region.
2. Economically it is Africa's richest region.
3. Part of this region has a Mediterranean climate.

ANSWER: SOUTHERN AFRICA

1. This region has important shipping and coastal ports.
2. It is made up of many small countries.
3. It is the source from where most of the slaves were brought to America.

ANSWER: EAST AFRICA

1. All of the countries in this region are predominantly Arab.
2. These countries have close historical and cultural ties to Europe.
3. Its coastline runs along the Mediterranean Sea.

ANSWER: WEST AFRICA

1. This area is over 9700 kilometers long.
2. This area holds some of Africa's largest lakes.
3. The lakes in this area are source waters for many of Africa's rivers.

ANSWER: NORTHWEST REGION

1. This region is a popular place for tourists looking for large animals.
2. It is dominated by the savanna climate.
3. It is home to the Maasai, a hunter/gatherer culture.

ANSWER: EAST AFRICA

1. This region is predominantly Arab.
2. These countries have close historical and cultural ties to Europe.
3. Its coastline runs along the Mediterranean Sea.

ANSWER: NORTHWEST REGION

1. The countries in this region are set largely in the tropical rain forest.
2. One of the countries in this region has over 200 ethnic groups.
3. All of these countries are clustered around the equator.

ANSWER: CENTRAL AFRICA

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PRE-TEST PART TWO

Directions: Answer the following questions as directed by your teacher.

1.) The first humans came from Africa.
   a. True
   b. False

2.) An ancient civilization found in Africa is:
   a. Egyptian
   b. Incan
   c. Aztec

3.) Africa was the birthplace of Western Culture.
   a. True
   b. False

4.) Black Africans produced great ancient kingdoms.
   a. True
   b. False

5.) Slaves captured in Africa were brought to America.
   a. True
   b. False

6.) Many of Africa's problems today are a result of
   a. too many people.
   b. colonial rule.
   c. weather.

7.) The main religions practiced in Africa are:
   a. Islam
   b. Christianity
   c. Traditional (ethnic)
   d. All of the above

8.) Approximately 50% of Africa is Christian.
   a. True
   b. False

9.) The world's fastest growing cities are in Africa.
   a. True
   b. False

10.) The Suez Canal connects the Indian Ocean to the Mediterranean Sea and the Atlantic Ocean.
    a. True
    b. False

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Directions: Answer the following questions as directed by your teacher.

1.) Human beings originated in Africa.
   a. True
   b. False

2.) An early humanoid skeleton found in Africa is named:
   a. Mary
   b. Anna
   c. Lucy

3.) The ancient Egyptian culture began along the:
   a. Rift Valley
   b. Congo River
   c. Nile River

4.) The ancient Egyptian culture was ruled by a president.
   a. True
   b. False

5.) The preserved bodies found in pyramids are called what?

6.) The people who use camels to cross the desert are called:
   a. Hunters
   b. Nomads
   c. Pharaohs

7.) Many Africans were sold into slavery.
   a. True
   b. False

8.) Africa was colonized by the:
   a. Americans
   b. Chinese
   c. Europeans

9.) Two important African religions are:
   a. Islam
   b. Buddhism
   c. Christianity

10.) Most Africans today live in:
    a. Cities
    b. Villages
    c. The desert
### REGIONS OF THE WORLD: AFRICA

#### PART TWO

##### VOCABULARY STUDY GUIDE

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**animism**: Ethnic traditional religion practiced by 10% of Sub-Sahara African people, closely connected to the land, animals, and natural events.

**colonization**: Brought Africa under European rule in a short amount of time from 1880-1900.

**culture**: Characteristics of a group of people that have developed over time that include their religion, art, dress, language, music, and writing.

**dictator**: A person that takes power and rules a country that is without a democracy or a multiparty election.

**mummies**: Embalmed bodies of dead kings that have been preserved for 4000 years.

**nomadic**: Group of people living in the desert that moved regularly depending on the food and resources available.

**Nubian**: An ancient black culture that lived along the Nile at the same time as the Pharaoh lead Egyptians to the North.

**Pharaoh**: A god-king that ruled a dynasty.

**predators**: An animal that captures and feeds on other animals.

**pyramids**: Tombs for dead and preserved pharaohs; they are one of the great wonders of the world.

**resources**: Africa’s main means of production that helps to sustain its economy; for example, fisheries, mining, timber, oil, and agriculture.

**Suez Canal**: Links the Indian Ocean to the Mediterranean Sea and the Atlantic Ocean.
**Vocabulary Exercise Part Two**

**Directions:** Read each sentence and fill in the blank with a word that best completes the sentence with a word from the vocabulary list below.

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<tr>
<td>culture</td>
<td>resources</td>
<td>pharaoh</td>
</tr>
<tr>
<td>Sub-Sahara</td>
<td>animals</td>
<td>oil</td>
</tr>
<tr>
<td>fisheries</td>
<td>agriculture</td>
<td>timber</td>
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<td>metals</td>
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1. The earliest humanoid species have been uncovered in Africa, including the famous ____________.

2. The __________________ are tombs for the dead __________________, when they are embalmed they are referred to as ________________________.

3. The __________________ way of life is a traditional way of life that allows people to live in the desert.

4. The __________________ paralleled the Egyptian life style and they existed down river along the Nile.

5. The process of __________________________ brought Africa under European rule within 20 years, from 1880-1900.

6. A traditional religious practice in Africa, referred to as __________________________ , has a close connection to the land, animals, and natural events.

7. Africa is a continent of abundant __________________________, such as _________________, _________________, and _________________.

8. The people of ___________________________ Africa were cut off from the Egyptian culture to the north.

9. Without democracy and multi-party elections, it was easy for _________________ to take power and rule liberated countries.

10. The ____________________________ links the Indian Ocean, the Mediterranean Sea, and the Atlantic Ocean.
REGIONS OF THE WORLD: AFRICA
MAP OF AFRICA - PART TWO
The History and the Culture

Directions:
• Using assorted colors, shade where these areas existed and label them:
  - Egyptian culture
  - Nomadic lifestyle
  - Nubian cultures
  - Zimbabwe kingdom

• Using a different color, draw and label the: Aswan Dam, Lake Nasser, and the Suez Canal.
REGIONS OF THE WORLD: AFRICA

Groups of Africa Bingo Game

FREE
Post-Test Part One

**Directions:** Answer the following questions. Remember to double-check your work for accuracy after you have completed the test. Do your best!

1.) List the six regions of Africa:
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

2.) Which is the wealthiest region of Africa?

3.) Through what region of Africa does the Nile River run through?

4.) What region of Africa has the largest tourist population because of its large animal population?

5.) What region of Africa is the source from where most of the slaves were brought to America?

6.) What region of Africa has close historical ties to Europe?

7.) What region of Africa has all of the countries clustered around the equator?

8.) Name the two oceans that surround Africa.

9.) Mediterranean climates are mild year-round. True or False

10.) More large, free ranging mammals are found in which ecosystem?.
   a. desert
   b. savanna
   c. tropics
   d. Mediterranean

11.) Why is Africa not subject to many of the forces that produce earthquakes and volcanoes?

12.) List four significant features of the Nile River.
   1. 
   2. 
   3. 
   4.
POST-TEST PART TWO

**Directions:** Answer the following questions. Remember to double-check your work for accuracy after you have completed the test. Do your best!

1.) What is the name of one of the earliest complete humanoid skeletons found in Africa?

2.) What great ancient civilization grew up along the Nile River?

3.) Periods of rule by a particular pharaoh were known as a ________________.

4.) Why is the camel sometimes called the "ship of the Sahara"?

5.) What is the nomadic way of life?

6.) What are the three religions that dominate most of Africa?
   1.
   2.
   3.

7.) Members of what religion pray facing the holy city of Mecca five times a day?

8.) Africa is a continent of abundant resources. List as many of these resources that you can think of.

9.) How did the slave trade affect life and productivity in African villages?

10.) List one of the nations that exploited the resources of Africa during a time called colonization?

11.) List two of the engineering wonders located in Africa.
    1.
    2.