

## Essential Question Preview

### How has human migration affected the culture and geography of East and Southern Africa?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

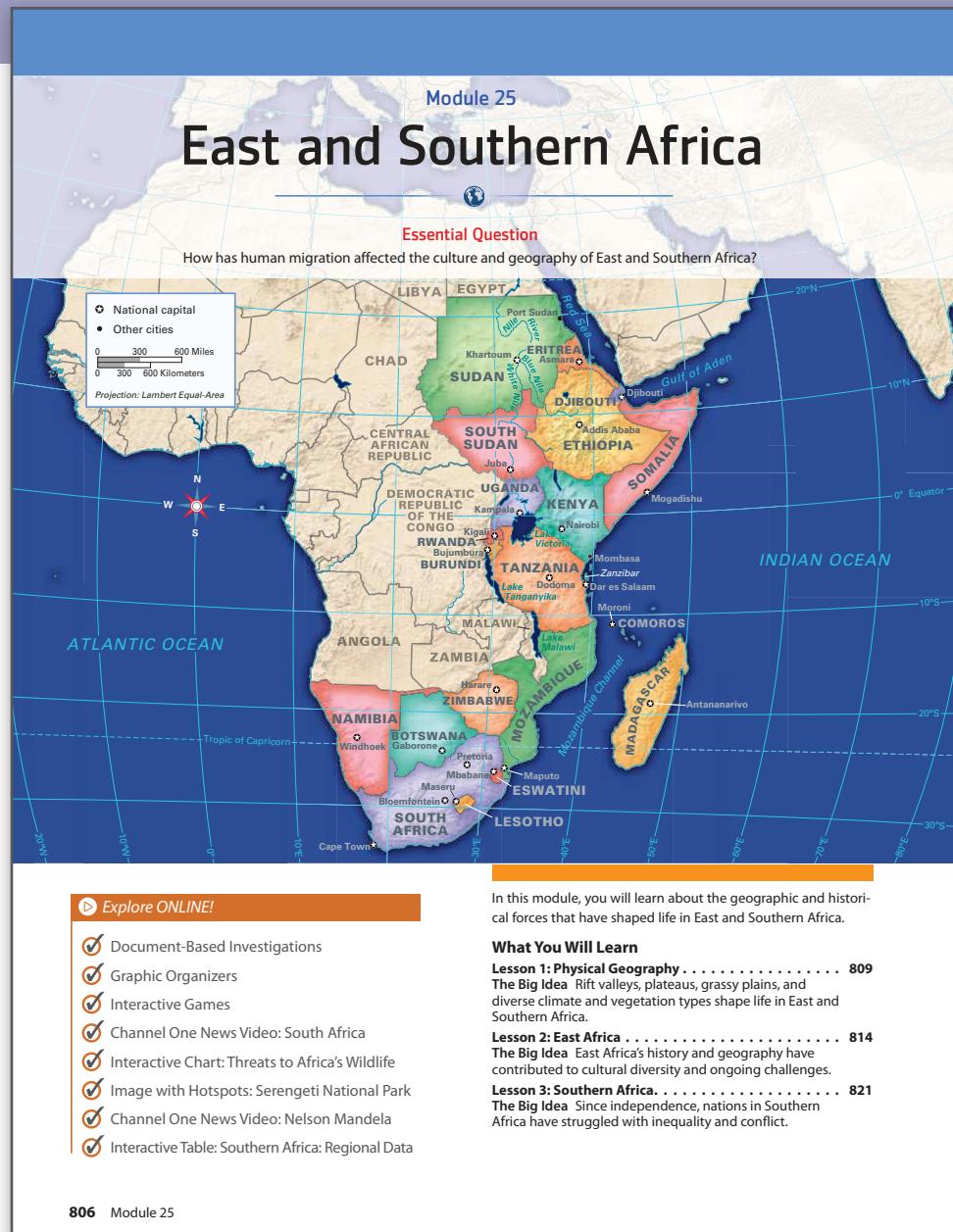
- Remind students that the countries of East and Southern Africa have many national parks. Ask students to name some possible reasons for this abundance. Elicit from students that much of the Swahili language comes from Arabic. Use this information to introduce the concept of trade between East Africa and Southwest Asia.
- Point out that many different ethnic groups live in East and Southern Africa. Explain that so many groups competing for few resources has often led to conflicts.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*Many countries in the region are trying to increase tourism. How might this benefit the region? Might an increase in tourism hurt the region in any way?*

*What are some of the lasting cultural impacts of apartheid for the people of South Africa?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage student to use their notes and responses to inform their essays.



## Explore the Online Video

### ANALYZE VIDEOS

#### South Africa

Invite students to watch the video to learn about the geography, people, and culture of South Africa and the impact of apartheid on that nation.

**Culture** What are some of the long-term effects of apartheid on black South Africans? Possible answer: Black families earn six times less than white families. Black townships suffer from higher rates of unemployment, crime, and school dropouts and lack facilities like libraries, hospitals, and schools.

#### Lesson 1 Big Idea

Rift valleys, plateaus, grassy plains, and diverse climate and vegetation types shape life in East and Southern Africa.

#### Main Ideas

- East and Southern Africa's physical features range from rift valleys to sweeping plateaus.
- Location and elevation shape East and Southern Africa's climate and vegetation.
- Water and minerals are vital resources in East and Southern Africa.

#### Lesson 2 Big Idea

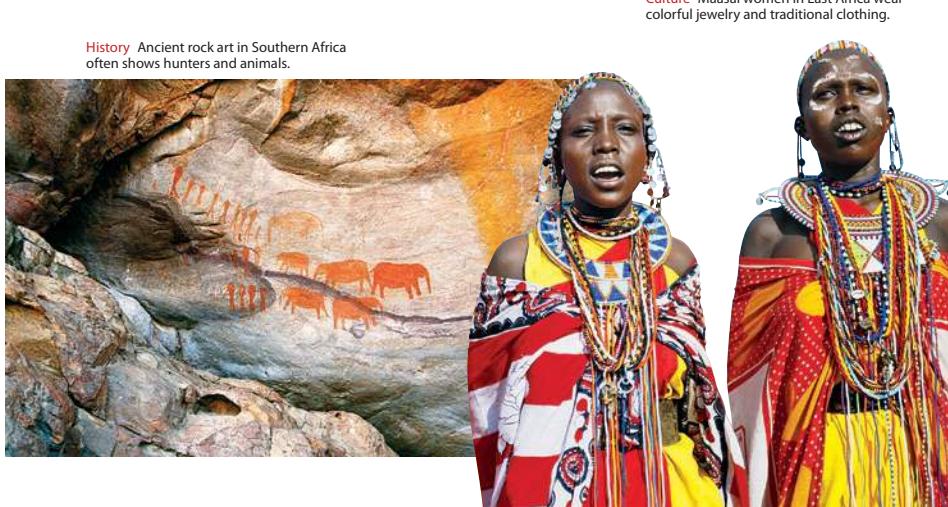
East Africa's history and geography have contributed to cultural diversity and ongoing challenges.

#### Main Ideas

- Religion, trade, and European imperialism have shaped East Africa's history.
- East Africa is home to a diversity of languages and religions.
- Though resource rich, nations in East Africa have suffered conflicts, poverty, and drought.
- The Horn of Africa is one of the most troubled regions of the world.



**Geography** The plains surrounding Mount Kilimanjaro are rich in wildlife. Millions of tourists come to visit this part of East Africa each year.



**History** Ancient rock art in Southern Africa often shows hunters and animals.

**Culture** Maasai women in East Africa wear colorful jewelry and traditional clothing.

East and Southern Africa 807

## Explore the Map and Images

### The East and Southern Africa: Political

East and Southern Africa is a vast region of plains and plateaus. This map shows the nations that make up East and Southern Africa, as well as the nations and bodies of water that border the region.

**Geography** Mount Kilimanjaro is Africa's tallest mountain and the world's largest freestanding mountain.

**History** South Africa is home to thousands of examples of prehistoric rock art. The images depict scenes of daily life and the spiritual world.

**Culture** Explain that the Maasai are nomadic herders who live in Kenya and Tanzania. Invite students to share what they know about other nomadic or herding groups.

### Analyze Visuals

Have students examine the images and answer the following questions:

1. Look at the picture of the plains surrounding Mount Kilimanjaro. Why do you think elephants live on the plains and not at higher elevations? *Possible answer: They can find food on the plains.*
2. What can you learn about the early people of Southern Africa based on the rock art? *Possible answer: They hunted elephants.*
3. What can you say about the Maasai culture based on the picture? *Possible answers: The culture is skilled at making elaborate jewelry.*

### ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

### ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Form Generalizations

Explain to students that a generalization is a broad, general conclusion drawn from several examples or pieces of evidence. Point out to students that the ability to form generalizations as they read will help them better understand the main points in a text. Share these strategies for how to form generalizations:

#### How to Form Generalizations:

To form generalizations, follow these four basic steps:

1. Note details or examples related to a particular topic in the text. Often, an author will provide several examples to make a main point.
2. Make a broad statement based on examples or evidence. Information in the text should lead to a general conclusion about the topic.
3. Check that your generalization is valid. Your statement should allow for exceptions. Some words you can use to show there may be exceptions to your statement are *most*, *some*, *often*, and *generally*.
4. Avoid forming overgeneralizations, or generalizations that are too broad. Statements like “all girls like clothes” and “all boys like cars” are overgeneralizations. Overgeneralizations often start with words such as *all*, *everyone*, *every time*, *any*, *anything*, *no one*, or *none*.

#### YOU TRY IT!

*Generalization: Political instability usually hurts a country's economy.*

## Form Generalizations

### READING FOCUS

As you read about different people and cultures, you probably notice many similarities. Seeing those similarities may help you form a generalization. A generalization is a statement that applies to many different situations or people, even though it is based on a few specific situations or people. In the following example, a generalization is formed by combining new information with information from personal experience. Sometimes you might also form a generalization by reading about several new situations, even though you don't have personal experience with the situation.

Several large rivers cross Southern Africa's plains. The Okavango River flows from Angola into a huge basin in Botswana. There, it forms a swampy inland delta that is home to crocodiles, zebras, hippos, and other animals. Many tourists travel to Botswana to see these wild animals in their natural habitat.

**1. What you read:** Tourists will travel to see wild animals.

**2. What you know from personal experience:** My family loves to see wild animals in the zoo.

**3. Generalization:** Many people enjoy seeing wild animals in person.

#### YOU TRY IT!

Read the following text selections about countries in Southern Africa. Then, using information from the selections and any prior knowledge that you might have, form a generalization about a country's economy and its political stability.

1. Zimbabwe has gold and copper mines as well as productive agriculture and manufacturing. However, high inflation, debts, and war have hurt the economy.
2. Mozambique is one of the world's poorest countries. The economy has been badly damaged by civil war, but it is improving.
3. Comoros is a country made up of four tiny islands. It suffers from a lack of resources and political instability. The government of Comoros is struggling to improve education and promote tourism.

**As you read this module,** use what you already know along with new information to form generalizations about East and Southern Africa.



# Physical Geography

- The Great Rift Valley
- Mountains and Highlands of East and Southern Africa

Visuals

Videos

LESSON 1

## Big Idea

Rift valleys, plateaus, grassy plains, and diverse climate and vegetation types shape life in East and Southern Africa.

Maps,  
Graphs, and  
Charts

- Map: East and Southern Africa: Physical
- Chart: Threats to Africa's Wildlife
- Map: Southern Africa: Vegetation
- Map: East and Southern Africa: Resources

- Namib Desert
- Game: Where Am I? East and Southern Africa
- Jane Goodall (b. 1934)
- The Disturbed Ecosystem of Lake Victoria
- Ivory Conservation

Extend  
and Enrich

Sources

- Document-Based Investigation: Living with Water Scarcity

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 1 Enrichment Activities

### Jane Goodall (b. 1934)

**Biography** Students read about the life and achievements of scientist and conservationist Jane Goodall, then create a timeline of her life and work.

### The Disturbed Ecosystem of Lake Victoria

**Article** Students read about the environmental challenges facing Lake Victoria, Africa's largest lake, then create a visual presentation of the story of the lake's ecological decline.

### Ivory Conservation

**Video** Students watch a video about the impact of ivory poaching, then write a letter describing ivory poaching and the efforts of conservationists to protect Africa's elephants.

### Watch Channel One News



► PLAY VIDEO

Ivory Conservation



# Physical Geography

## The Big Idea

Rift valleys, plateaus, grassy plains, and diverse climate and vegetation types shape life in East and Southern Africa.

## Main Ideas

- East and Southern Africa's physical features range from rift valleys to sweeping plateaus.
- Location and elevation shape East and Southern Africa's climate and vegetation.
- Water and minerals are vital resources in East and Southern Africa.

## Key Terms and Places

rift valley  
Great Rift Valley  
escarpment  
Mount Kilimanjaro  
Serengeti Plain  
veld  
Namib Desert  
droughts

## If YOU lived there ...

You and your friends are planning to hike up Mount Kilimanjaro, near the equator in Tanzania. It is hot in your camp at the base of the mountain. You're wearing shorts and a T-shirt, but your guide tells you to pack a fleece jacket and jeans. You start your climb, and soon you understand this advice. The air is much colder, and there's snow on the nearby peaks.

## Why is it cold at the top of the mountain?

## Physical Features

Geographically, East and Southern Africa are vast regions with spectacularly varied landscapes and wildlife. On a visit to the region, you might see steep mountains, deep gorges, lakes, and a series of plateaus featuring dry grasslands, sandy savannas, and deserts.

**Rift Valleys** Locate the Great Rift Valley on the physical map of East and Southern Africa. Seen from the air, the Great Rift Valley looks like a giant scar, cutting across Africa from the Red Sea to Mozambique. A **rift valley** is a long narrow valley with flat floors and steep walls. Rift valleys form when Earth's tectonic plates pull away from one another at two parallel fault lines. When the plates pull apart, the land between the faults drops down, forming a valley floor.

The **Great Rift Valley** is the largest rift on Earth. In fact, it extends beyond Africa, northward into Syria, and contains many rifts. In Africa, the Great Rift Valley is made up of two rifts—the eastern rift and the western rift. The steep rift walls form a series of high cliffs. These cliffs rise as much as 6,000 feet (1,829 m). The rifts contain a number of active and dormant volcanoes and are lined by plateaus and mountains.

**Plateaus and Mountains** East and Southern Africa have many high plateaus. Plateaus are extensive areas of flat upland. Often they are bound by an **escarpment**, a steep slope that separates the plateau from surrounding low-lying land. Some plateaus are bound by mountains.

East and Southern Africa 809

## Teach the Main Idea

East and Southern Africa's physical features range from rift valleys to sweeping plateaus.

**Explain** How are rift valleys formed? *Earth's tectonic plates move away from each other, causing the land to arch and split.*

**Make Inferences** What is unusual about Mount Kilimanjaro? *It is located near the equator, a hot region, but its peak is covered in snow and ice because of its high elevation.*

**Draw Conclusions** Why does wildlife thrive on the Serengeti Plain? *Grasses, trees, and water provide nutrition.*

**Define** What is the veld? *open grassland areas of South Africa*

For additional instruction, go to end of lesson.

## ONLINE GRAPHIC ORGANIZER

### Physical Geography

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Summarize** What are some of the major landforms of Southern Africa? Possible answers: *rift valleys, Great Rift Valley, Mount Kilimanjaro, Ethiopian Highlands, Drakensberg mountains, Inyangas, Mountains, plains, Serengeti Plain, plateaus, Namib Desert, Kalahari Desert, pans, Okavango Basin.*

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

#### Why is it cold at the top of the mountain?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider changes in TEMPERATURE:

- Temperatures drop at higher elevations.
- Mountains force air to rise, and rising air cools.

#### Consider changes in WIND:

- Winds can be stronger at higher elevations.
- Mountain winds blow cold air.

**2. Direct Teach** Introduce the Big Idea: *Rift valleys, plateaus, grassy plains, and diverse climate and vegetation types shape life in East and Southern Africa.* After briefly discussing what students already know about the region's physical geography, explain that parts of East Africa have suffered from drought. Ask students to offer their ideas about the challenges that drought and other natural disasters might pose.

**3. Practice/Assess/Inquire** Ask students to imagine that they will have an opportunity to visit East or Southern Africa. Have them work with a partner to create an itinerary, including details about the landforms, rivers, and lakes they will see as well as the vegetation and climate they will encounter during their travels. Have them refer to the physical map of East and Southern Africa and the vegetation map of Southern Africa in their textbooks for information.

**4. Explore (Collaborative Exploration)** Have students compare their itineraries and discuss their choice of destinations.

**5. Whole Group Close/Reflect** Have students make a packing list for the trip based on the information in the module.

\*Alternative Assessment Handbook, Rubric 40: Writing to Describe

## ONLINE DOCUMENT-BASED INVESTIGATION

### East and Southern Africa

Living with Water Scarcity is the first of three document-based investigations that students will analyze in this module. The photo shows drought conditions and people collecting water in Nongoma, South Africa. Invite students to study the image and then answer the associated question.

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

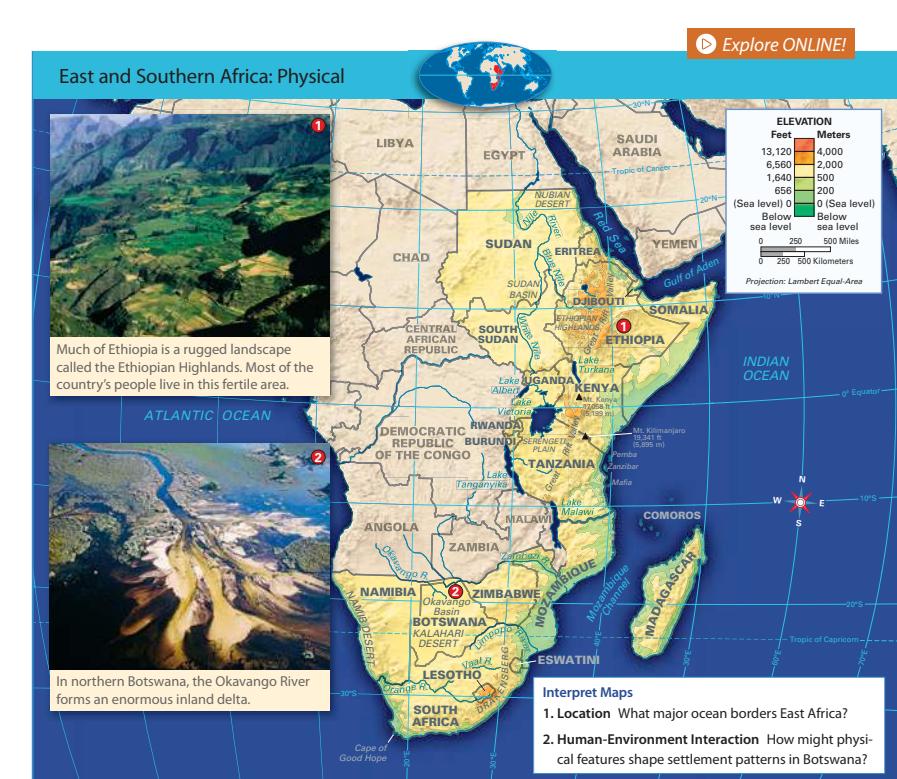
Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **rift valley**, **Great Rift Valley**, **escarpment**, **Mount Kilimanjaro**, **Serengeti Plain**, **veld**, **Namib Desert**, **droughts**.

## ► ONLINE INTERACTIVE VISUALS

### Carousel: Mountains and Highlands of East and Southern Africa

Have students navigate through the carousel and note the different aspects of East and Southern Africa. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do most of Ethiopia's people live in highland regions? *Possible answer: because the land in the highlands is fertile*



► Explore ONLINE!

## ► ONLINE INTERACTIVE MAPS

### East and Southern Africa: Physical

Have students explore the map using the interactive features and answer the associated questions.

**Location** Which lake helps form the borders of Tanzania, Kenya, and Uganda? *Lake Victoria*

In print edition, see map of same title.

- Location** What major ocean borders East Africa? *Indian Ocean*
- Human-Environment Interaction** How might physical features shape settlement patterns in Botswana? *Possible answer: More people might live along the Okavango River than in the Kalahari Desert.*

Most of Southern Africa lies on a plateau. Parts of this plateau reach more than 4,000 feet (1,219 m) above sea level. The land drops sharply toward coastal areas. In South Africa, the southeastern part of the escarpment is made up of a mountain range called the Drakensberg (DRAH-kuhn-zuh-buhrk). The peaks rise as high as 11,425 feet (3,482 m). Farther north, another mountain range, the Inyangas (in-YANG-guh) Mountains, separates Zimbabwe and Mozambique. Southern Africa also has mountains along its western coast.

The East African Plateau in parts of Kenya, Tanzania, and Uganda is higher than the plateau in Southern Africa. Rift valleys run north and south through this plateau. To the east, high volcanic mountains tower over the plateau. The highest mountain in Africa, **Mount Kilimanjaro** (ki-luh-muhn-JAH-oh), rises to 19,340 feet (5,895 m). Despite Kilimanjaro's location near the equator, the mountain's peak has long been covered in snow. This much colder climate is caused by Kilimanjaro's high elevation.

810 Module 25

## ENGLISH LANGUAGE LEARNERS

### Vocabulary Study

- To help students' reading comprehension, introduce the essential terms and vocabulary found in the lesson prior to reading.
- Provide a list of words or terms found in the lesson that may be unfamiliar (e.g., **rift valley**, **escarpment**, **plateau**, **plains**, **features**, **highlands**, **deserts**, **veld**, **droughts**). Before students read, pronounce each word and have them repeat it. Ask them to make predictions about what each word means.
- As students read the lesson, ask them to write the sentence in the text that contains each word. They may do the same with other new or unfamiliar words they encounter as they read.
- Organize the class into pairs, and ask them to use the context clues from the text to write a definition for each word. Then, have them check their definitions using a dictionary.
- Ask students to explain to their partners the meaning of the sentences found in the text using their own words.

\*Alternative Assessment Handbook, Rubric 1: Acquiring Information

For additional instruction, go to end of lesson.

Farther north, the Ethiopian Highlands form another significant plateau region. Deep river valleys cut through these mountainous and rugged highlands.

**Plains** Grassy plains cover wide expanses of the plateaus in East and Southern Africa. For example, plains stretch as far as the eye can see along the eastern rift in Tanzania and Kenya. Wildlife thrives on Tanzania's **Serengeti Plain**, one of the region's largest plains. The plain's grasses, trees, and water provide nutrition for elephants, giraffes, lions, cheetahs, and zebras. To protect its wildlife, Tanzania established a national park.

Southern Africa's narrow coastal area and wide plateaus are also covered with grassy plains. These flat plains are home to animals such as lions, leopards, elephants, baboons, and antelope.

**Rivers and Lakes** East Africa has a number of rivers and large lakes. The world's longest river, the Nile, begins in East Africa. The Nile is formed by the meeting of the Blue Nile and the White Nile at Khartoum, Sudan. The White Nile flows from Africa's largest lake, Lake Victoria. The Blue Nile forms from waters that run down from Ethiopia's highlands. As the Nile flows north to the Mediterranean Sea, its banks provide a narrow but extremely fertile strip of land beyond which there is only desert.

Several large rivers cross Southern Africa's plains. The Okavango River flows from Angola into a huge basin in Botswana. There, it forms a swampy inland delta that is home to crocodiles, zebras, hippos, and other animals. Many tourists travel to Botswana to see these wild animals in their natural habitat. The Orange River passes through the rocky Augrabies (oh-KRAH-bees) Falls as it flows to the Atlantic Ocean. During the rainy season, the water cascades down 19 separate waterfalls with a thunderous roar. **Features** such as waterfalls block ships from sailing up these rivers. Still, in an otherwise dry area, these rivers provide farmers with a source of water to irrigate farmland.

### Climate and Vegetation

When you think of Africa, do you think of a hot or a cold place? Wet or dry? Many people think all of Africa is hot and dry. However, East and Southern Africa are home to a variety of climate and vegetation types, including some that might surprise you.

**Highlands** Compared to other equatorial regions, East Africa is cool and dry. This is due to high elevations and a rain shadow effect that prevents wet weather from entering into the region from the west.

The plateaus and mountains north of the equator have a cool, highland climate and dense forests. The highlands experience heavier rainfall than the low-lying, drier valleys in the region. This mild climate makes farming possible. As a result, most of the region's population lives in the highlands.

**Savanna and Deserts** A large savanna region extends south from the equator, covering much of East and Southern Africa. Shrubs and short trees grow on the grassy plains of the savanna. In South Africa, these open

**Academic Vocabulary**  
features characteristics

**Reading Check**  
Describe What are East and Southern Africa's main physical features?

### ADVANCED/GIFTED

#### Rivers of Southern Africa

1. Have students conduct outside research and write a report on one of the major rivers of Southern Africa. Have students include information about waterfalls and other features, plant and animal life on or near the river, and any threats to the river's environment. Remind students to include images and maps in their reports.
2. Ask volunteers to present their reports to the class.

3. Allow class time for a question-and-answer period at the end of each presentation and again at the end of all the presentations. Encourage students to listen actively, to take notes so that they can ask relevant questions, and to compare and contrast the information presented in each report.

\*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

## Teach the Main Idea

Location and elevation shape East and Southern Africa's climate and vegetation.

**Describe** What is the climate like in East Africa?

*cool and dry Why is this so? high elevations and a rain shadow effect that prevents wet weather from entering the region*

**Recall** What is the driest area in the region? *the Namib Desert*

**Define** What is the veld? *open grassland areas in South Africa*

**Explain** Why have many of the animals on Madagascar become endangered? *because of the destruction of the forests*

### More About . . .

**Satellite Mapping** In East Africa, satellite and computer technology, including Global Positioning System (GPS) and Geographic Information System (GIS), is being used to monitor and map existing resources and environmental conditions. Countries can use the detailed information gathered with this technology to assess and manage environmental problems and resource shortages.

### ONLINE INTERACTIVE CHARTS

#### Threats to Africa's Wildlife

Have students explore the chart and answer the associated question.

**Interpret Charts** About how many African elephants live in the wild today? 415,000

#### READING CHECK

**Describe** What are East and Southern Africa's main physical features? *rift valleys, plateaus with grassy plains, the Ethiopian Highlands, Mount Kilimanjaro, the Serengeti Plain, Lake Victoria, basin, inland delta, waterfalls*

## ► ONLINE INTERACTIVE MAPS

### Southern Africa: Vegetation

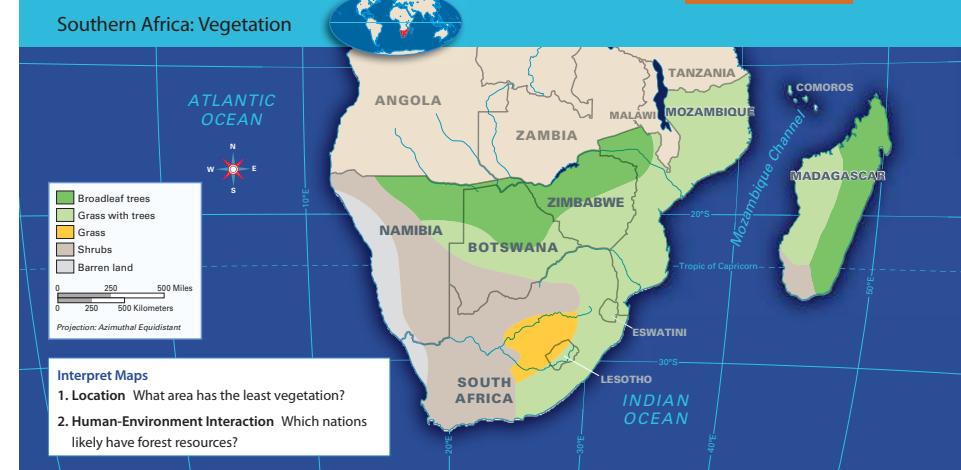
Have students explore the map and answer the associated questions.

**Location** What area has the least vegetation?  
*western Namibia*

In print edition, see map of same title.

**1. Location** What area has the least vegetation?  
*western Namibia*

**2. Human-Environment Interaction** Which areas likely have forest resources? *Botswana has broadleaf trees, shrubs, and grass with trees, while Mozambique has mostly only grass with trees.*



## GEOGRAPHIC FEATURE

### Namib Desert

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

How have some insects adapted to living in the Namib Desert? *by drinking the dew created by fog*

## ► ONLINE INTERACTIVE MAPS

### East and Southern Africa: Resources

Have students explore the map and answer the associated question.

**Location** Which country has deposits of uranium, gold, and platinum? *South Africa*

**Reading Check**  
Summarize What is the climate like in East and Southern Africa?

grassland areas are called the **VELD**. To the veld's west, the savanna gives way to steppe and desert climates. Vegetation is limited to shrubs and hardy grasses that are adapted to water shortages.

Strictly speaking, Southern Africa's Kalahari Desert is not a desert. Rather, it is a huge sandy savanna that covers most of Botswana and parts of South Africa and Namibia. In the north, where it gets enough rain, the Kalahari's sandy plains support grasses and scattered shrubs and trees. In the southwest, the Kalahari merges with the **Namib Desert** on the Atlantic coast of Southern Africa. Some parts of the Namib get as little as a half inch (13 mm) of rainfall per year. In this dry area, plants get water from dew and fog rather than from rain.

**Tropical Forests** Unlike the mainland, Madagascar has lush vegetation and tropical forests. It also has many animals found nowhere else. For example, some 50 species of lemurs, relatives of apes, live only on this island. However, the destruction of Madagascar's forests has endangered many of the island's animals.

### Resources

Water is a vital resource for human health, wildlife, and industry in East and Southern Africa. Rivers supply hydroelectricity and water for irrigation. Where rain is plentiful or irrigation is possible, farmers can grow a wide range of crops.

However, water is not distributed evenly across East and Southern Africa. Eritrea, Somalia, and South Africa have especially low rates of annual rainfall. Moreover, population growth, economic development, and

812 Module 25

## GAME

### Where Am I?: East and Southern Africa

Have students play the game to test their knowledge of different locations in East and Southern Africa.

## READING CHECK

**Summarize** What is the climate like in East and Southern Africa? *East Africa has a mild climate that is cool and dry because of high elevations. Southern Africa has mostly dry savannas, steppe, and desert climates.*

## COLLABORATIVE LEARNING

### Mapping Climates

- Organize the class into pairs or small groups.
- Using a large piece of paper, have students draw a map of East and Southern Africa, outlining the borders of each country. Students should label each country and fill in the locations of mountains, rivers, and deserts.
- Then, have students create a "climate key" and map out the climates of the region.

- Based on the climate maps, have a class discussion about which areas students think would be best for farming, most comfortable for living, and most difficult for living. Encourage them to give reasons to support their responses.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 20: Map Creation

pollution place additional stress on already limited water supplies. As a result, many people living in these countries have little or no access to safe drinking water.

Seasonal droughts are also common in East and Southern Africa.

**Droughts** are periods when little rain falls and crops are damaged. During a drought, crops and the grasses for cattle die and people begin to starve. Several times in recent decades, droughts have affected the people of East and Southern Africa.

In recent years, significant discoveries of gas and oil resources have been made in East and Southern Africa. In 2012, one of the world's largest natural gas deposits was discovered in Mozambique. Tanzania, Uganda, and Kenya are also rich in gas and oil resources.

Southern Africa is abundant in other natural resources as well. Madagascar's forests provide timber. The region's most valuable resources, however, are minerals. Mines in South Africa produce most of the world's gold. In addition, South Africa, Botswana, and Namibia have productive diamond mines. Other mineral resources in Southern Africa include coal, platinum, copper, uranium, and iron ore. Although mining is very important to regional economies, the mines and the pollution they produce have damaging effects on surrounding natural environments.

**Summary and Preview** In this lesson you learned about the geography, climate, and resources of East and Southern Africa. Next you will learn about East Africa's rich history and culture.

**Reading Check**  
Describe What resources are found in East and Southern Africa?

**Lesson 1 Assessment**

**Review Ideas, Terms, and Places**

1. a. **Define** What are rift valleys?  
b. **Explain** Why is there snow on Mount Kilimanjaro?
2. a. **Recall** Where is Southern Africa's driest climate?  
b. **Develop** How are the climates of some areas of East Africa affected by elevation?
3. a. **Explain** How do you think South Africa's gold and diamond mines affect its economy?  
b. **Elaborate** How might pollution and the uneven distribution of water affect irrigation, trade, industry, and drinking water in East and Southern Africa?

**Critical Thinking**

4. **Categorize** Using your notes and this chart, place details about East Africa's physical features into different categories.

Physical Features			
Rift Valleys	Plateaus and Mountains	Plains	Rivers and Lakes

## Teach the Main Idea

Water and minerals are vital resources in East and Southern Africa.

**Explain** Why is water such a valuable resource in East and Southern Africa? *Rivers supply hydroelectricity and water for irrigation.*

**Define** What is a drought? *a period when little rain falls and crops are damaged*

**Recall** What are some valuable natural resources in East and Southern Africa? *gas, oil, timber, and minerals such as gold, diamonds, coal, platinum, copper, uranium, and iron ore*

### ONLINE DOCUMENT-BASED INVESTIGATION

#### Living with Water Scarcity

This photograph shows drought conditions and people collecting water in Nongoma, South Africa. Invite students to study the image and then answer the associated question.

**Analyze Sources** What evidence of drought and water scarcity do you see in this photograph?

*Possible answer: The landscape is dry and has few plants; people are lined up to collect water.*

#### READING CHECK

**Describe** What resources are found in East and Southern Africa? *East Africa: water, gas, oil; Southern Africa: timber, minerals such as diamonds, coal, platinum, copper, uranium, and iron ore*

#### Critical Thinking

**4. Categorize** Using your notes and a four-column chart, place details about East Africa's physical features into different categories. *Answers will vary but should show an understanding of the physical features of East and Southern Africa.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What are rift valleys? *places where Earth's tectonic plates are moving away from each other, causing the crust to stretch and break*  
b. **Explain** Why is there snow on Mount Kilimanjaro? *because of the mountain's high elevation*
2. a. **Recall** Where is Southern Africa's driest climate? *the Namib Desert*  
b. **Develop** How are the climates of some areas of East Africa affected by elevation? *Climates in low elevations, such as the rift floors, are hot and dry; climates in higher elevations, such as the highlands, are cooler with heavy rainfall.*
3. a. **Explain** How do you think South Africa's gold and diamond mines affect its economy? *Possible answer: Gold and diamond mines likely benefit the economy by providing jobs for workers and a valuable resource for trade.*  
b. **Elaborate** How might pollution and the uneven distribution of water affect irrigation, trade, industry, and drinking water in East and Southern Africa? *Possible answer: In heavily polluted areas, water for irrigation and drinking might be contaminated. Trade and industry could possibly both contribute to pollution and be harmed by it. In places with little water, irrigation might be necessary for farming and people might have less access to drinking water, industry, and trade.*

## ► Online Assessment

1. How was the Great Rift Valley formed?
  - by the flowing of mighty rivers
  - by the shifting of mountain ranges
  - by the movement of tectonic plates
  - by the eruption of multiple volcanoes

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Great Rift Valley [ ] was formed when Earth's tectonic plates pulled away from one another at two parallel fault lines.

2. Why does most of the population of East and Southern Africa live in the region's highlands?
  - because these areas have vast plains
  - because these areas have mild climates
  - because these areas have a variety of wildlife
  - because these areas have an abundance of vegetation

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Most people live in the highlands of East and Southern Africa because [farming is possible there] .

3. Which of the following place additional strain on already limited water supplies in East and Southern Africa?

Select the **three** correct answers.

- pollution
- hydroelectricity
- trade agreements
- population growth
- government corruption
- economic development

**Alternate Question** Which of the following is in limited supply in East and Southern Africa?

- oil
- iron ore
- natural gas
- safe drinking water

4. **Summarize** Why does wildlife thrive on Tanzania's Serengeti Plain?

*The Serengeti Plain is one of the region's largest plains and provides an excellent habitat for wildlife. Its grasses, trees, and water provide the nutrition needed to support vast amounts of wildlife, including elephants, giraffes, and lions.*

5. **Draw Conclusions** How can humans protect the animals of Madagascar? Explain your answer.

*Humans can protect the animals of Madagascar by slowing or stopping the destruction of the island's forests. This is because the destruction of these forests is endangering many of the island's animals.*

6. **Draw Conclusions** Why might some people oppose the development of East and Southern Africa's mineral resources?

*Although this region has a wealth of mineral resources, developing them has negative consequences. For example, mining results in pollution, which damages surrounding natural environments.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 809

### More About . . .

**Connect to Science: Melting Ice** The area of the ice pack on Mount Kilimanjaro has shrunk about 85 percent between 1912 and 2011. In 1912 the ice pack measured 4.6 square miles. By 2000 it had shrunk to just 1 square mile. At this rate, scientists worry that the tropical glacier will melt away completely within the next 20 to 50 years. Some scientists think that global warming is one cause, but global warming alone cannot explain the rapid change. This shrinkage of the ice pack will threaten tourism, the supply of drinking water, irrigation, and the production of hydroelectric power.

**Connect to Arts and the Humanities: Mountain Gallery** The Drakensberg is South Africa's highest mountain range. Its mountaintops have a layer of basalt, with sandstone underneath. This creates steep-sided blocks and peaks—with many caves found in the sandstone. In some of these caves, thousands of images of rock art can be found. The art was created by the indigenous San people who lived in the mountains for about 4,000 years.

continued from page 810

### STRUGGLING READERS

#### Matching Text Descriptions with Map Features

1. To help struggling readers, have them match the information in the text to details shown on the map.
2. Read aloud each paragraph under the heading *Physical Features*. As you read, have students identify map elements that correspond to the text, including elevation, landforms, rivers, and lakes.
3. Encourage students to seek clarification as needed, and discuss the ways in which the map key helps them understand the information on the map and in the text.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

continued from page 813

### More About . . .

**Diamond Mining in South Africa** Diamonds were first discovered in South Africa in the nation's Kimberley region in 1866, when a 15-year-old boy found the famous 21.25-carat Eureka diamond along the Orange River. By the 1880s the Kimberley region was supplying 95 percent of the world's diamonds. South Africa has produced some of the largest and most famous diamonds ever found, including the Cullinan diamond, the largest-ever gem-quality rough diamond at 3,106.45 carats. Though it is thought that most of South Africa's diamonds have now been mined, the country remains a significant world supplier of the gem, especially of fancy color diamonds such as pink and blue—including a 122.45-carat blue diamond discovered in 2014. In 2014 South Africa was the world's fifth-largest diamond producer by value, mining 7.4 million carats worth \$1.22 billion.

### ANALYZE INFORMATION

#### Create a Chronology

1. Have students research the history of the search for the source of the Nile River. Explain that the source of the Nile was a compelling mystery to the ancient Greeks and others in the Mediterranean world. Many attempted to find the source but failed. It wasn't until the 17th century that westerners resumed the search.
2. Have students create a detailed chronology of expeditions searching for the source of the Nile since the 17th century, from that of the Spanish missionary Pedro Paez in 1618 to the National Geographic expedition of 1999. Encourage them to add details about members of the expeditions and the obstacles they faced.
3. Have students discuss what they have learned and describe the expedition that they find most compelling. Have them discuss contemporary expeditions for scientific, geographical, and astronomical knowledge and explore what these have in common.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 40: Writing to Describe

### SPECIAL NEEDS STUDENTS

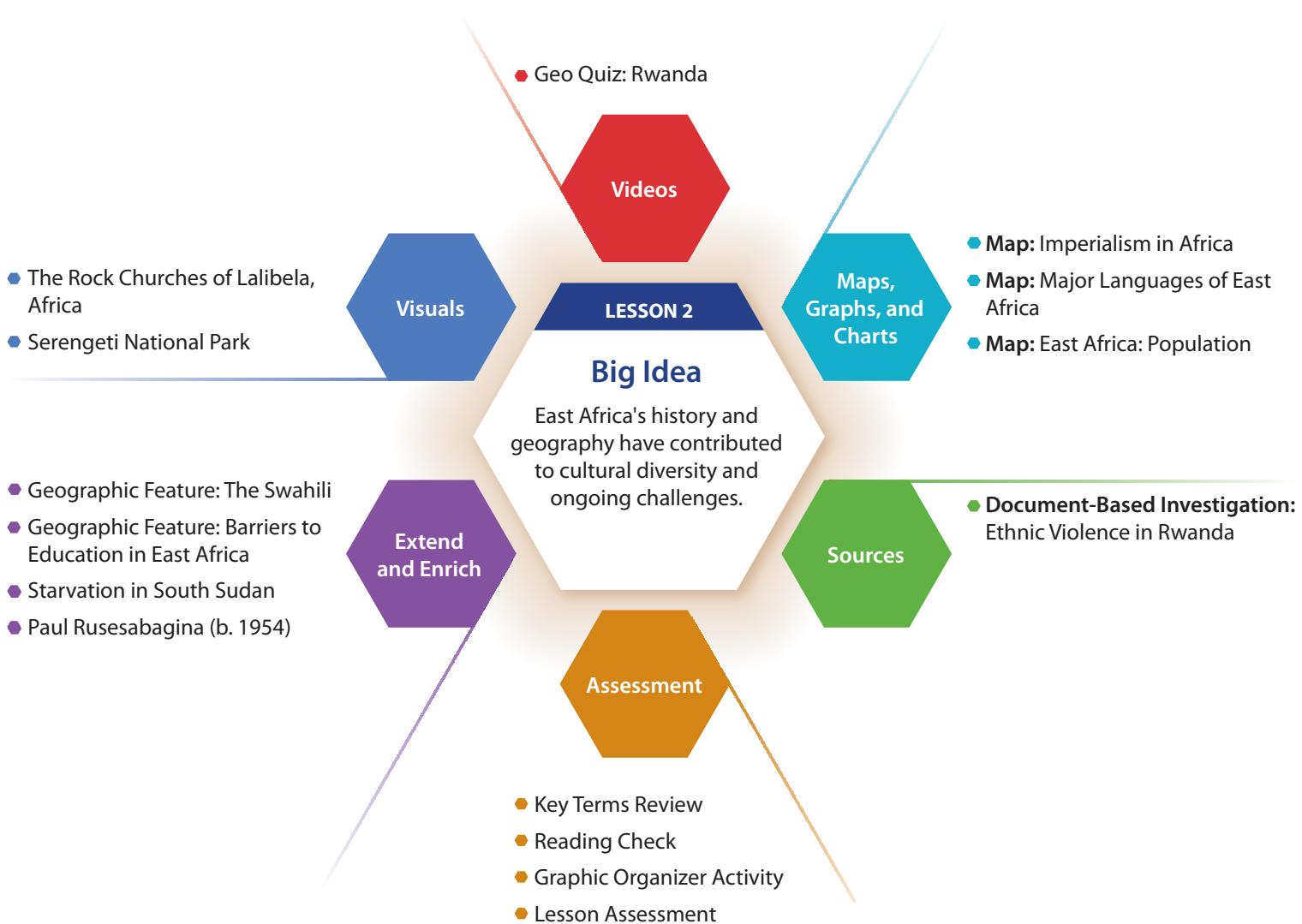
#### Water: A Vital Resource

1. With students, identify the major rivers shown on the physical map of Central Africa, and then read aloud the sentences about the crucial role water plays in agriculture and in supplying energy.
2. Discuss with students how their lives would change if they had to leave their homes in search of water for themselves and their animals. Ask how their lives would be different if they had electricity for only a small part of each day.
3. Have students draw two pictures, one showing plant and animal life thriving during periods of abundant rainfall and the other showing what happens during a drought, when plants die and animals and humans leave in search of water.

\*Alternative Assessment Handbook, Rubric 3: Artwork



# East Africa



## ► Online Lesson 2 Enrichment Activities

### Starvation in South Sudan

**Video** Students watch a video to learn about the causes and effects of famine in South Sudan, then write a news article about the situation.

#### Watch Channel One News



### Paul Rusesabagina (b. 1954)

**Biography** Students read about Rwandan humanitarian Paul Rusesabagina, then write a short essay about one of the honors he has received for his humanitarianism.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If YOU lived there . . .

How has your country's history affected your life today?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points.

#### Consider CULTURAL influences:

- Swahili language is influenced by Arabic speakers.
- English language from Europeans is used in school.
- Many different religions are practiced.

#### Consider ECONOMIC influences:

- International trade is still important.
- Tourism is now a key industry.
- Grand buildings were built from former riches.

**2. Direct Teach** Introduce the Big Idea: *East Africa's history and geography have contributed to cultural diversity and ongoing challenges.* By the 300s East Africa had become a center of international trade, where Greek, Arab, Egyptian, and Jewish merchants mingled with traders from Africa, India, and Asia. Ask students to offer ideas about how such interactions might have impacted the region, then and now.

**3. Practice/Assess/Inquire** Have students create a chart with two columns. Have them label the columns *History* and *Culture*. As they read the section, have them list details in each column.

**4. Explore (Collaborative Exploration)** Have each student create five True/False questions and take turns quizzing each other. When students identify false statements, have them explain why they are false.

**5. Whole Group Close/Reflect** Have students choose two details from their charts that they would like to learn more about. Then have them imagine they are writing a letter to an East African—either contemporary or from the past—explaining why they are interested in the subject and asking for more information.

\*Alternative Assessment Handbook, Rubric 7: Charts

## Lesson 2



# East Africa

If YOU lived there . . .

You live on the island of Zanzibar, part of the country of Tanzania. Your hometown has beautiful beaches, grand palaces, and historic sites associated with the East African slave trade. Although you and your friends learn English in school, you speak the African language of Swahili to each other.

How has your country's history affected your life today?

## History

Many historical forces have shaped East Africa. Top among these are religion, imperialism, and independence movements.

**Religion** Christian missionaries from Egypt brought Christianity to East Africa as early as the AD 300s. Over time, Ethiopian Christianity developed its own unique traditions that blended with local African customs. In the early 1200s a powerful Christian emperor named Lalibela ruled Ethiopia. Lalibela is best known for building 11 rock churches, which are still in use today.

By about AD 700, Islam was a major religion in North Africa. Gradually, Muslim Arabs from Egypt spread Islam into northern Sudan. At the same time, Muslim city-states, such as Mogadishu and Mombasa, developed along the East African coast. These coastal cities became Islamic centers and grew wealthy from overseas trade.

**Trade and Slavery** East Africa's coastal cities linked foreign merchants with goods from Africa's interior. These merchants brought goods such as glassware, porcelain, and silk to Africa. They departed with coconut oil, copper, leopard skins, ivory, and gold. In addition, enslaved Africans captured in the interior were exported through coastal cities to markets in Arabia, Persia, and India. By the early 1500s the Portuguese had built forts and settlements along East Africa's coast to support the slave trade. In the late 1700s the island of **Zanzibar** became an international slave-trading center. Later, Zanzibar's slave population was forced to harvest cloves and other spices on plantations.

## The Big Idea

East Africa's history and geography have contributed to cultural diversity and ongoing challenges.

## Main Ideas

- Religion, trade, and European imperialism have shaped East Africa's history.
- East Africa is home to a diversity of languages and religions.
- Though resource rich, nations in East Africa have suffered conflicts, poverty, and drought.
- The Horn of Africa is one of the most troubled regions of the world.

## Key Terms and Places

Zanzibar  
imperialism  
safari  
geothermal energy  
Darfur  
genocide  
Mogadishu

814 Module 25

## Teach the Main Idea

Religion, trade, and European imperialism have shaped East Africa's history.

**Explain** How did Islam come to East Africa?

*Gradually, Muslim Arabs from Egypt spread into northern Sudan and brought their Muslim faith.*

**Analyze** Which parts of East Africa were early centers of Christianity? *Ethiopia*

**Summarize** How did the Europeans use imperialism in Africa? *They divided up most of the continent; they focused on trading goods.*

## More About . . .

**Ivory Trade** The slave trade and the ivory trade both expanded in the second half of the 18th century. Slaves were used as porters to carry huge elephant tusks from the interior to the coast. Some were so heavy that it took four people to carry a single tusk.

## Connect to Today: Endangered

**Elephants** The slave trade ended in Zanzibar in 1873, but the ivory trade was not outlawed until 1975. Between the early 1970s and 1990, poachers reduced the number of elephants in Africa from around 2 million to about 600,000. Governments began prosecuting poachers, and elephant herds have expanded.

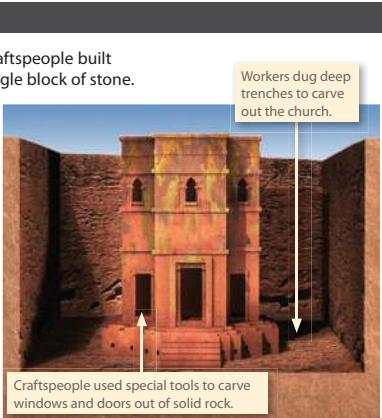
## ONLINE DOCUMENT-BASED INVESTIGATION

### East and Southern Africa

Ethnic Violence in Rwanda is the second of three document-based investigations that students will analyze in this module. The video depicts the root causes of a genocide that occurred in Rwanda in 1994. Invite students to view the video and then answer the associated question.

### The Rock Churches of Lalibela, Ethiopia

In the 1200s highly skilled Ethiopian architects and craftspeople built churches, like this one, from the top down out of a single block of stone.



#### Analyze Visuals

What Christian symbol does the church resemble?

**European Imperialism** As European countries industrialized, their need for raw materials rose sharply. To meet this demand, they turned to other world regions. In Africa, they claimed lands to gain access to gold, ivory, rubber, and other natural resources. Building an empire by claiming lands, setting up colonies, and controlling those areas is called **imperialism**.

European powers competed with each other to control Africa. The British gained control over much of East Africa. In 1884 European leaders met to divide Africa among themselves. They drew boundaries that split some ethnic groups apart. In other areas, unfriendly groups were lumped together. To maintain power, colonial rulers appointed African deputies. Many deputies were African chiefs, who favored their own peoples. This practice contributed to ethnic rivalries.

After 1945, nationalist movements formed across Africa. They pressed for self-rule. Some efforts turned violent. In the 1950s a militant nationalist group in Kenya called the Mau Mau used violence and terror to resist British rule. The British fought back with brutal force, eventually defeating the Mau Mau. After eight years of conflict, an estimated 11,000 Mau Mau and just 32 white settlers were killed. Still, by the 1960s Kenya, like most other nations in East Africa, gained its independence.

#### Culture

East Africa's history has contributed to its present-day cultural diversity. Today, the region is home to a variety of languages and religions.

**Language** Hundreds of languages are spoken in East Africa. With about 80 million speakers, Swahili is the most widely spoken language. The language developed in East Africa's coastal city-states, where the languages of Africans and Arab traders blended. Even the term *Swahili* comes from an

**Reading Check**  
Explain How did nationalist movements impact Kenya?

East and Southern Africa 815

## Teach the Main Idea

East Africa is home to a diversity of languages and religions.

**Recall** What languages are spoken in East Africa?

French, English, Swahili, Amharic, Somali

**Analyze** How have some East Africans adapted to Islam and Christianity? *by combining them with ancient forms of worship*

#### More About . . .

**Connect to Culture: Lingua Franca** Swahili is an example of a *lingua franca*, a hybrid language used by people who have no other language in common. English is frequently used in this way. Like Swahili, a lingua franca can also contain elements of two or more languages. Various forms of pidgin English have served as this kind of lingua franca.

#### ONLINE INTERACTIVE VISUALS

##### Image with Hotspots: The Rock Churches of Lalibela, Africa

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What Christian symbol does the church resemble? *a cross*

#### ONLINE INTERACTIVE MAPS

##### Imperialism in Africa, 1914

Have students explore the map using the interactive features and answer the associated question.

**Place** Which East African nation remained independent from European rule? *Ethiopia*

#### READING CHECK

**Explain** How did nationalist movements impact Kenya? *A nationalist movement called the Mau Mau grew violent and was defeated. However, in time, Kenya gained independence.*

#### ONLINE GRAPHIC ORGANIZER

##### East Africa

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify Cause and Effect** What lasting effects did imperialism have on East Africa?

*Possible answer: Countries such as Rwanda have experienced ethnic conflicts related to the national boundaries drawn by Europeans that ignored traditional ethnic territories; English and French are commonly spoke in some countries.*

#### ONLINE LESSON FLIP CARDS

##### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Zanzibar, imperialism, safari, geothermal energy, Darfur, genocide, Mogadishu.**

## ONLINE INTERACTIVE MAPS

### Major Languages of East Africa

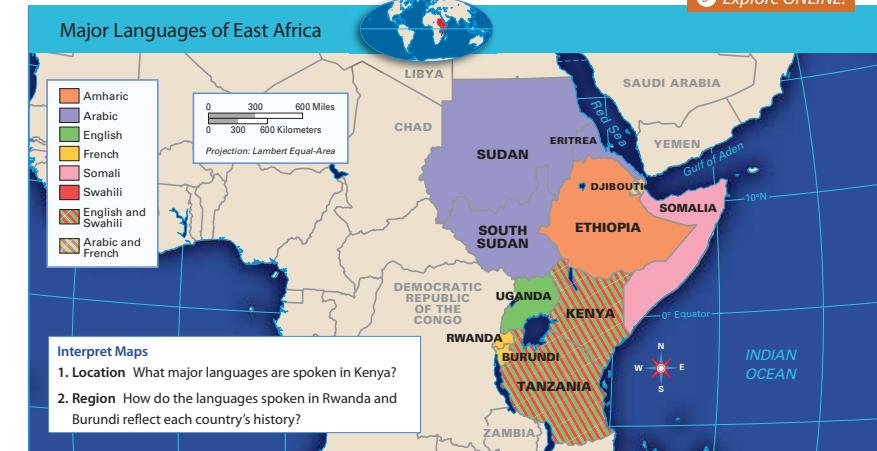
Have students explore the map using the interactive features and answer the associated questions.

**Location** What major languages are spoken in Kenya? *English and Swahili*

In print edition, see map of same title.

**1. Location** What major languages are spoken in Kenya? *English and Swahili*

**2. Region** How do the languages spoken in Rwanda and Burundi reflect each country's history? *The languages in both countries were affected by European colonialism.*



Arabic word meaning “coast.” Other African languages include Amharic in Ethiopia and Somali in Somalia. Language use in East Africa has also been influenced by European imperialism. Today, French is an official language in Rwanda, Burundi, and Djibouti. English is the primary language of millions of people in Uganda, Kenya, and Tanzania.

**Religion** East Africa is home to a great diversity of religions. The largest religious groups are Christian and Muslim. Most Ethiopians are Christian, while most Sudanese and Somalis are Muslim. Many East Africans follow animist religions. Animists believe the natural world contains spirits. Some people combine animist worship with religions such as Christianity.

### East Africa Today

The nations in East Africa's Great Rift Valley are rich in natural resources—including wildlife—but people disagree about the best way to use them. Droughts can make life here difficult. In addition, political and ethnic conflicts have led to unrest and violence in some areas of the region.

**Kenya and Tanzania** Though Kenya and Tanzania are among the world's poorest nations, both are popular tourist destinations. With nearly 3 million visitors each year, tourism is a major source of income for both countries. Many tourists visit to go on a **safari**, an overland journey to view African wildlife.

Agriculture dominates Kenya's economy. Kenya's rich volcanic soil sustains crops of coffee, flowers, and tea that are grown for exports. Much of Kenya's land has been set aside as national parks. Though some would like to farm these areas, farming might endanger wildlife and Kenya's tourist economy.

## GEOGRAPHIC FEATURE

### The Swahili

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What effects did Arab traders have on Swahili culture? *Many Africans converted to Islam, the Arabs' religion; African languages blended with Arabic to form Swahili.*

#### GEOGRAPHY AND CULTURE

##### The Swahili

For more than 1,000 years, a culture unlike any other has thrived along the coast of modern-day Kenya and Tanzania. In the AD 700s, trade contacts between East Africans and Arab traders began. Over time these interactions led to the creation of a unique language and culture known as Swahili.

The Swahili adopted some cultural traits from Arab traders. For example, many East Africans converted to the religion of the Arab traders—Islam. African languages, primarily Bantu, blended with Arabic to form the Swahili language. The Swahili language borrows heavily from Arabic. It also borrows words from the languages of other groups—such as the Persian, English, and Portuguese—who traded along the East African coast.



#### READING CHECK

**Analyze Causes** Why might people in East Africa speak a European language? *because much of East Africa was colonized by Europeans*

#### Reading Check

Analyze Causes Why might people in East Africa speak a European language?

816 Module 25

## SPECIAL NEEDS STUDENTS

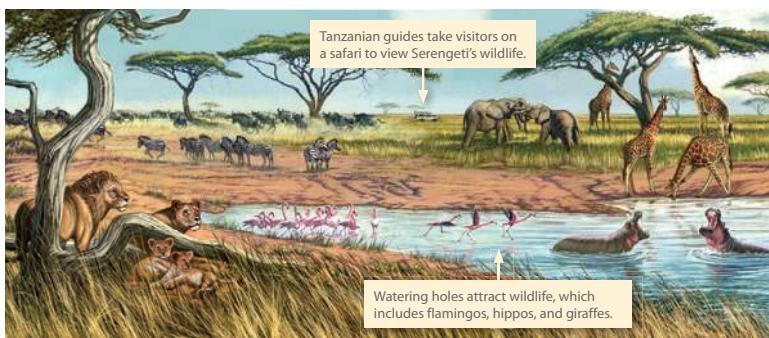
### Africa: Land of Many Languages

1. Have students examine the map showing the major languages spoken in East Africa.
2. As you name each country, have students locate it on the map and trace it with their finger. Then have them tell what language is spoken there.
3. Discuss and review with students why French is the official language of Rwanda, Burundi, and Djibouti, while English is the primary language in Uganda, Kenya, and Tanzania.

\*Alternative Assessment Handbook, Rubric 21: Map Reading

### Serengeti National Park

The Serengeti Plain is home to one of the world's greatest concentrations of wildlife. In Tanzania, part of the plain is a national park. About 350,000 people visit the Serengeti National Park each year to view its diverse wildlife.



#### Analyze Visuals

How would you describe the Serengeti landscape?

Kenya's economy also benefits from **geothermal energy**, energy produced from the heat of Earth's interior. This heat—in the form of extremely hot steam—comes up to the surface through cracks in the rift valleys.

Tanzania is particularly rich in gold and diamonds. However, it is still a poor country of mainly subsistence farmers. Poor soils and limited technology have restricted the nation's productivity.

Both Kenya and Tanzania boast vibrant modern cities with colorful outdoor markets, soaring skyscrapers, and beautiful parks. Kenya's capital, Nairobi, also serves as the country's industrial center. Nairobi is well connected to the rest of East Africa by a network of railways. By rail, Kenyans transport tea and other crops to Mombasa, a major port city on Kenya's coast. Tanzania's largest city and business center is Dar es Salaam, a port city on the Indian Ocean with about 5 million people.

Even though Kenya and Tanzania are peaceful countries, Dar es Salaam and Nairobi have both endured terrorist attacks. In 1998 members of the al-Qaeda terrorist group bombed the U.S. embassies in Dar es Salaam and Nairobi. Most of the more than 250 people killed and the thousands injured were Africans.

**Sudan and Uganda** Sudan is a mix of Arab, Afro-Arab, and African cultures. Its people follow Muslim, animist, and Christian traditions. Sudanese Arabs, Sudan's majority population, hold political power. Sudan's government has abused the human rights of ethnic and religious minorities. It has also

East and Southern Africa 817

### ENGLISH LANGUAGE LEARNERS

#### Descriptive Paragraphs

- To help students make connections between the visuals and the text found in the lesson, organize them into pairs.
- Ask students to create a list of at least ten descriptive words that accurately convey what they see in the image *Serengeti National Park* (e.g., *colorful, peaceful, different*). Have the students use a thesaurus to find more words.
- Ask students to find information in the text that may explain what they see in the image.

- Have students write paragraphs that describe the image using the words on their lists and information from the text. Have volunteers read aloud their paragraphs to the class.

\*Alternative Assessment Handbook, Rubric 40: Writing to Describe

### Teach the Main Idea

Though resource rich, nations in East Africa have suffered conflicts, poverty, and drought.

**Recall** What is geothermal energy? *energy produced from the heat of Earth's interior* Which country benefits from this resource? *Kenya*

**Define** What led to genocide in Rwanda in the 1990s? *hatred between two ethnic groups—the Hutu and the Tutsi*

**Explain** What tragic events more recently occurred in Darfur, Sudan? *attacks by an Arab militia group against black Sudanese; refugees fled the region*

**Analyze Cause and Effect** What slowed economic progress in Uganda? *several decades of a military dictatorship*

#### More About . . .

**Migration at Serengeti** Serengeti National Park has enormous herds of migrating animals. During the wet season, from November to May, hundreds of thousands of gnu, zebras, and gazelles graze in the southeastern plains within the park. In late May or June, the herds move west and north. They return to the southeastern plains at the end of the dry season, in November.

**AIDS Prevention** Around 40 million people worldwide are infected with HIV. Of these, approximately 25.4 million live in sub-Saharan Africa. In East Africa, Kenya, Ethiopia, and Uganda have the largest number of affected people. In the 1990s Uganda implemented strong AIDS prevention campaigns and was able to lower its estimated HIV infection rate to around 5 percent from nearly 14 percent in the early 1990s. In spite of this progress, by 2016 more than a million people in Uganda were living with AIDS, and approximately 970,000 children under age 17 have lost one or both parents.

#### ONLINE INTERACTIVE VISUALS

##### Image with Hotspots: Serengeti National Park

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How would you describe the Serengeti landscape? *flat, dry grassland with scattered trees and watering holes*

## ► ONLINE INTERACTIVE MAPS

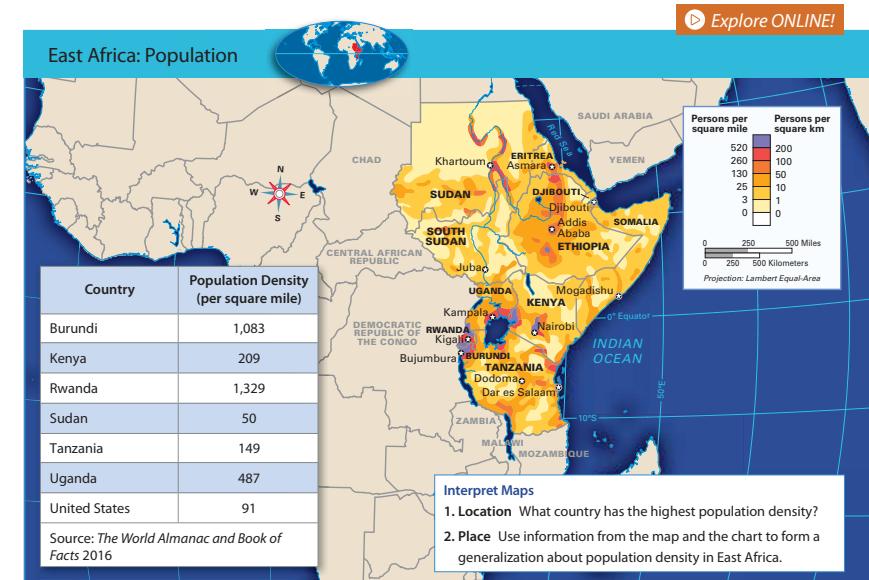
### East Africa: Population

Have students explore the map using the interactive features and answer the associated questions.

**Location** What country has the highest population density? *Rwanda*

In print edition, see map of same title.

1. **Location** What country has the highest population density? *Rwanda*
2. **Place** Use information from the map and the chart to form a generalization about population density in East Africa. *Possible answer: Population density is higher near water sources, like rivers and lakes.*



## GEOGRAPHIC FEATURE

### Barriers to Education in East Africa

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What challenges might students in this Sudanese classroom face? *Possible answer: They might face barriers such as poverty, war, or gender inequality.*

## ► ONLINE DOCUMENT-BASED INVESTIGATION

### Ethnic Violence in Rwanda

Ethnic Violence in Rwanda presents a video that depicts the root causes of a genocide that occurred in Rwanda in 1994. Invite students to view the video and then answer the associated question.

**Analyze Sources** What differences caused resentment between Hutus and Tutsis? *Possible answer: The Hutus were the majority, but they were poor. The Tutsis were the minority but were wealthy and had better access to schools and jobs.*

**Reading Check**  
Analyze What were some of the effects of ethnic conflict in Sudan and Rwanda?

818 Module 25

supported a violent Arab militia, the Janjaweed. Since 1984 the Janjaweed has killed an estimated 1.5 million Christians. From 2003 to 2008 the Janjaweed killed hundreds of thousands of ethnically African Sudanese in a region called **Darfur**. Millions more fled Darfur as refugees.

In 2011 South Sudan gained independence, becoming Africa's newest country. South Sudan's population is mostly African and follows animist or Christian faiths.

Today, Uganda is still recovering from several decades of military dictatorship. Since 1986 Uganda has become more democratic, but economic progress has been slow. About 80 percent of Uganda's workforce is employed in agriculture, with coffee as the country's major export.

**Rwanda and Burundi** Rwanda and Burundi are two of the most densely populated countries in all of Africa. Both are located in fertile highlands and share a history as German and, later, Belgian colonies. Rwanda and Burundi are populated by two main ethnic groups—the Tutsi and the Hutu. Since gaining independence from Belgium, these nations have experienced ethnic conflict, much of which is rooted in the national borders drawn by Europeans that ignored or split traditional ethnic territories.

In the 1990s hatred between the Hutu and the Tutsi led to **genocide** in Rwanda. A genocide is the intentional destruction of a people. The Hutu tried to completely wipe out the Tutsi. Armed bands of Hutu killed hundreds of thousands of Tutsi.

## READING CHECK

**Analyze Causes** What were some of the effects of ethnic conflict in Sudan and Rwanda? *Sudan—the abuse killing of African Sudanese in Darfur, the killing of 1.5 million Christians, and the formation of South Sudan; Rwanda—hatred and genocide between the Tutsi and Hutu*

## COLLABORATIVE LEARNING

### Timeline of Events

1. Divide the class into three small groups. Have each group gather information about one of the following leaders: Idi Amin in Uganda, Haile Selassie in Ethiopia, and Jomo Kenyatta in Kenya. Have students compile information about each leader and create a timeline illustrating major events.
2. Ask students to answer the following questions: What background did each leader have? How did each leader come to power? What problems did each country have when the leader came to power? What kind of government did

each leader organize? How were the lives of people affected by these leaders?

3. Finally, have groups present their findings to the class. Lead a discussion about the qualities of good leaders.

\*Alternative Assessment Handbook, Rubrics 11: Discussion; and 30: Research

### Barriers to Education in East Africa

Children in East Africa face many barriers to education, including poverty, war, gender inequality, and a lack of schools. Sudan has one of the highest out-of-school rates in the region. Nearly 3 million Sudanese children do not attend school, and girls are often specifically excluded. As a result, Sudan's literacy rate is 83 percent for males and 69 percent for females. By contrast, Kenya has made education a priority for all students. Its literacy rate is 81 percent for males and 75 percent for females.

#### Analyze Visuals

What challenges might students in this Sudanese classroom face?



## The Horn of Africa

Four East African countries along the Red Sea and the Indian Ocean are called the Horn of Africa. On a map, these countries—Eritrea, Djibouti, Somalia, and Ethiopia—resemble the horn of a rhinoceros. For many years, the Horn of Africa has been one of the world's most troubled regions.

**Eritrea** Eritrea's path to independence has been long. A former Italian and British colony, Eritrea was annexed by Ethiopia in the 1960s. In 1992, after 32 years of armed conflict, Eritrea finally gained independence. However, independence did not bring peace. Bloody clashes with Yemen and neighbors Djibouti and Ethiopia have followed.

In recent years, Eritrea has been widely criticized as one of the world's most secretive states and for its human rights abuses. In 2015 more than 26,000 Eritrean refugees between the ages of 18 and 34 fled to Europe. Thousands more fled to other countries.

**Djibouti** Located on a narrow strait connecting the Red Sea and the Indian Ocean, Djibouti (ji-BOO-tee) is a small, desert country. The strait lies along a major shipping route. The country's capital and major port is also called Djibouti. Since Djibouti has few resources, the port is a major source of income.

Though it gained independence from France in 1977, Djibouti continues to receive economic and military support from France. Djibouti is home to two major ethnic groups—the Issa and the Afar. The Issa are closely related to the people of Somalia. The Afar are related to the people of Ethiopia. Members of both groups are Muslim. In the early 1990s a civil war between the Afar and Issa broke out. In 2001 the two groups signed a peace treaty, which ended the fighting.

**Somalia** Somalia's deserts and dry savannas are not suitable for farming. Still, its economy relies heavily on agriculture. Major crops include bananas, sorghum, and rice. Many Somalis are nomadic herders, and fishing is also important.

## Teach the Main Idea

The Horn of Africa is one of the most troubled regions of the world.

**Compare** What problem have both Ethiopia and Somalia experienced in the last few decades? *severe drought*

**Analyze** How does Djibouti's location influence its economy? *Its location on a major shipping route makes its port a major source of income.*

**Contrast** How is Somalia different from most other East African countries? *It has a less diverse population—most Somalis speak the same language and practice the same religion and have the same way of life.*

### More About . . .

**Ethiopia vs. Eritrea** A border dispute between Ethiopia and Eritrea was supposed to be resolved when both countries signed a peace agreement in 2000. But relations between the two countries continue to be unstable, and fighting on the Ethiopian-Eritrean border has continued for more than 16 years.

**Food Shortages** In 2017, after six years of drought and civil war that killed more than 250,000 people in Somalia, the government declared a state of emergency due to famine. The lack of rain for an extended period affected more than 6 million people and killed the livestock on which many depend for survival.

### LINK TO MATHEMATICS

#### Create a Cartogram

1. Tell students that there are a number of ways to display population data. One of these is with a cartogram, which displays quantitative data on a map that is not true to scale. Show examples of cartograms from an atlas or a website.
2. Have students find population figures for East Africa. Have them work with a partner to create a cartogram illustrating the relative populations for these countries.

3. Have students compare their cartograms. Then have them compare their cartograms with the East Africa: Population map and table and draw conclusions about East Africa's population.

\*Alternative Assessment Handbook, Rubrics 20: Map Creation; and 30: Research

## READING CHECK

**Form Generalizations** How has the geography of East Africa shaped economic activity? *The rich soils in the highlands have supported farming and herding. Nations along the coast have developed port cities.*



In the Ethiopian Highlands, many children, like these boys, spend their days herding animals across miles of rocky terrain.

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What is imperialism? *building an empire by claiming lands, setting up colonies, and controlling those areas*  
b. **Explain** Why do you think Europeans wanted colonies in East Africa? *to expand their empires and to have access to goods, such as gold, ivory, and rubber*  
c. **Describe** Explain the factors behind and the impact of the cultural diffusion of Christianity and Islam to East Africa. *Christian missionaries introduced Christianity to Ethiopia; coastal cities became Islamic.*
2. a. **Define** What is geothermal energy? *energy produced from the heat of Earth's interior that comes up to the surface through cracks in the rift valleys*  
b. **Form Generalizations** Why are Kenyans not allowed to farm in national parks? *The land is set aside for the protection of wildlife and is essential to tourism.*
3. a. **Define** What is genocide? *the intentional destruction of a people*  
b. **Compare and Contrast** How have recent conflicts in Rwanda and Sudan been similar and different? *Possible answer: similarities: ethnic differences fueled conflict, massive death tolls; differences: In Rwanda, Tutsis experienced a genocide. In Sudan, African Sudanese and Christians were targets of violence and the country split into two.*
4. a. **Recall** What two major world religions are practiced in Ethiopia? *Islam, Christianity*  
b. **Analyze** How do you think Djibouti's location has helped its economy? *Possible answers: It lies on a major shipping route; its port is a major source of income.*

### Reading Check

Form Generalizations  
How has the geography of East Africa shaped economic activity?

**Ethiopia** Landlocked Ethiopia is the only nation in the Horn of Africa to have escaped European colonization. In addition to providing a natural defense, Ethiopia's mountains and highlands have rich, volcanic soil. Agriculture is the nation's chief economic activity. Many people also herd sheep and cattle. Top exports include coffee, vegetables, livestock, and oilseeds.

Long periods of severe drought have affected all of the nations in the Horn of Africa. In 2011 East Africa faced what many called the worst drought in 60 years. The drought killed crops, causing a severe food crisis for about 9.5 million people living in Ethiopia, Somalia, Kenya, and Djibouti.

**Summary and Preview** In this lesson you learned about East Africa's past and present. Next you will learn about the countries of Southern Africa.

### Lesson 2 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** What is imperialism?  
b. **Explain** Why do you think Europeans wanted colonies in East Africa?  
c. **Describe** Explain the factors behind and the impact of the cultural diffusion of Christianity and Islam to East Africa.
2. a. **Define** What is geothermal energy?  
b. **Generalize** Why are Kenyans not allowed to farm in national parks?  
c. **Define** What is genocide?  
d. **Compare and Contrast** How have recent conflicts in Rwanda and Sudan been similar and different?  
e. **Analyze** Why are millions of Sudanese refugees?

4. a. **Recall** What two major world religions are practiced in Ethiopia?  
b. **Analyze** How do you think Djibouti's location has helped its economy?

#### Critical Thinking

5. **Summarize** Draw a chart like this one. Using your notes, summarize in at least two sentences what you learned about each topic.

History	
Culture	
East Africa	
The Horn of Africa	

820 Module 25

## LINK TO LITERATURE

### Reading about East Africa

1. Ask students to find literature about East Africa in the library or on the Internet. Literature might include Ernest Hemingway's short story "The Snows of Kilimanjaro," his memoir *Green Hills of Africa*, Isak Dinesen's novel *Out of Africa*, or Beryl Markham's memoir *West with the Night*. Encourage them to investigate literature by East African authors as well, such as Ngugi wa Thiong'o, Grace Ogot, Rebeka Njau, Ismael Mbise, Nuruddin Farah, David Rubadiri, and J. N. Mwaura.

2. Have students write reports about their reading, addressing this question: What does the work reveal about the legacy of colonialism in East Africa?

3. Have volunteers read their reports aloud. Encourage them to share their personal responses to the literature.

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 41: Writing to Express

## Print Assessment (continued)

### Critical Thinking

5. **Summarize** Draw a two-column chart with four rows titled History, Culture, East Africa, and The Horn of Africa. Using your notes, summarize in at least two sentences what you learned about each topic. *Students should list details about the history, culture, the present-day characteristics of East Africa, and the Horn of Africa.*

4. How is Ethiopia different from the other countries in the Horn of Africa?

- It experienced a civil war.
- It has a central government.
- It has a large Muslim population.
- It escaped European colonization.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Ethiopia  is the only country in the Horn of Africa to have escaped European colonization.

5. **Make Inferences** Why were the British willing to endure violent conflict with the Mau Mau to maintain control of Kenya?

*The British established a colony in Kenya to fuel their industrial economy. They were willing to endure violent conflict with the Mau Mau because of the economic benefits of maintaining colonial control of this area of Africa.*

6. **Compare and Contrast** How is religion in Ethiopia and Sudan similar and different? Describe one similarity and one difference.

*Most people in these two countries are either Christian or Muslim, and Christianity and Islam both began outside of Africa. Most Ethiopians are Christian, while most Sudanese are Muslim.*

7. **Cause and Effect** How did Europeans contribute to modern-day problems in Rwanda and Burundi?

*Europeans drew national borders in Africa that ignored or split traditional ethnic territories. In modern-day Rwanda and Burundi, this led to conflict between these countries' two main ethnic groups, the Tutsi and the Hutu.*

8. **Draw Conclusions** Why does Djibouti continue to receive economic aid from France?

*Djibouti is a small, desert country whose capital and major port, which is also called Djibouti, is a major source of income. However, the country has few resources and therefore still receives aid from France.*

### Online Assessment

1. Why did European leaders meet in the late 1800s to divide Africa among themselves?

- to stop ethnic conflicts
- to establish slave markets
- to spread religious beliefs
- to access natural resources

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

To gain access to natural resources in Africa, European leaders met in the late 1800s to .

2. Which group influenced the development of Swahili in East Africa?

- Arab traders
- Muslim officials
- European sailors
- Christian missionaries

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Swahili developed in East Africa's  where the languages of Africans and Arab traders blended.

3. Why are some Kenyans against setting aside so much of the country's land as national parks?

- They would like to be able to farm these areas.
- They would like to be able to mine these areas.
- They would like to have these areas settled by ethnic minorities.
- They would like to have these areas settled by political refugees.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Although much of Kenya's land has been set aside as national parks, some people would like to  in these areas.

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 814*

### ADVANCED/GIFTED

#### Come to Lalibela!

1. Assign students to work with a partner to review the text about Lalibela, and have them conduct outside research to learn more about the churches in Lalibela and what visitors should see when they visit.
2. Then have students work in small groups to role-play a few tourists and a tour guide describing the sights, answering questions about how to get to Lalibela, where to stay, what to wear, what weather to expect, the local currency and its exchange rate, and other questions tourists would want to know as they begin their trip.
3. Have students perform their role-plays for the class.

\*Alternative Assessment Handbook, Rubric 33: Skits and Reader's Theater

### STRUGGLING READERS

#### Industrialism and Imperialism

1. Review the text about imperialism with students.
2. Assign students to work with a partner to create a flow chart or other graphic organizer showing how industrialization and the demand for raw materials led to European control of much of East Africa.
3. Have students use the information in their visuals to create a summary statement or mnemonic to help them remember the progression of events that led to European imperialism in Africa.
4. Have students share their visuals and summary or mnemonic with the class, and discuss the effects of imperialism on East African people and its history.

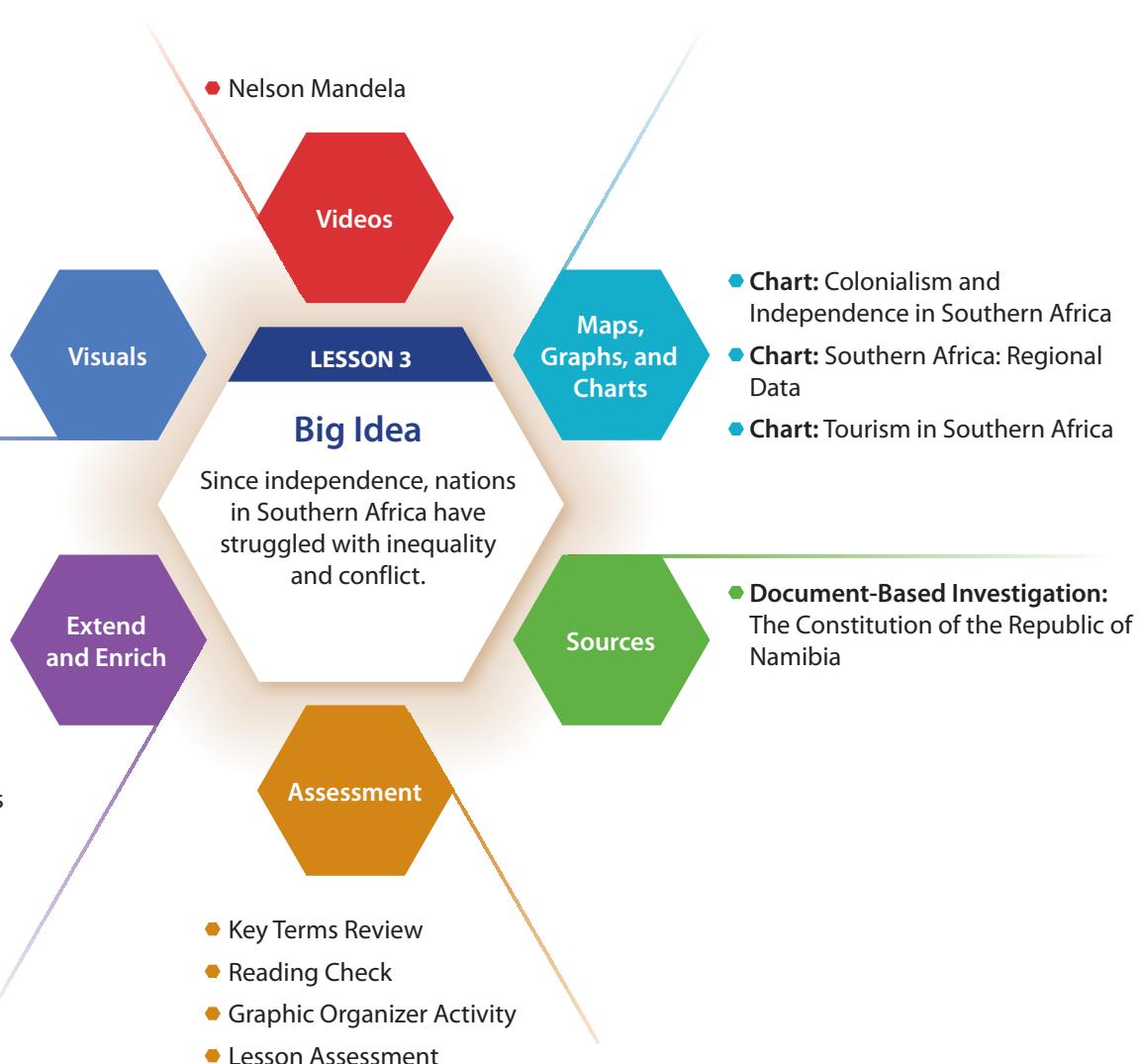
\*Alternative Assessment Handbook, Rubrics 7: Charts; and 26: Poems and Songs



# Southern Africa

- Great Zimbabwe
- Ndebele Village
- Cape Town
- Lesotho Highlands Water Project

- Biography:** Nelson Mandela (1918–2013)
- Geographic Feature:** Music of South Africa
- Desmond Tutu (b. 1931)
- Nelson Mandela (1918–2013)
- Compare Nationalist Movements in East and Southern Africa

**KEY**

- Non-digital resource

## ► Online Lesson 3 Enrichment Activities

### Desmond Tutu (b. 1931)

**Biography** Students read about the life and achievements of South African leader Desmond Tutu, then conduct a mock interview with him.

### Compare Nationalist Movements in East and Southern Africa

**Compare and Contrast Essay** Students research nationalist movements in East and Southern Africa, then write an essay that compares and contrasts nationalist movements in two different nations.

### Nelson Mandela (1918–2013)

**Biography** Students read about the life and achievements of Nelson Mandela, then use the information from the reading to write a one-page story of his life.



# Southern Africa

## The Big Idea

Since independence, nations in Southern Africa have struggled with inequality and conflict.

## Main Ideas

- Southern Africa's history began with hunter-gatherers, followed by great empires and European settlements.
- The cultures of Southern Africa are rich in different languages, religions, customs, and art.
- The countries of Southern Africa are diverse in their resources and governments.
- Today, the people of Southern Africa face economic, environmental, and health challenges.

## Key Terms and Places

Great Zimbabwe  
Cape of Good Hope  
Boers  
Afrikaners  
apartheid  
townships  
sanctions  
Cape Town  
enclave

## If YOU lived there ...

You are an economic adviser in Botswana. In recent years, your country has made progress toward improving people's lives, but you think there is room for improvement. Botswana already has amazing natural landscapes and fascinating animals. One way you plan to help the economy is by promoting tourism.

## What could your country do to attract more tourists?

## History

Southern Africa's earliest people belonged to a language group called the Khoisan. The Khoisan were hunter-gatherers and herders. About 2,000 years ago, Bantu-speaking people from West and Central Africa joined them. The Bantu's knowledge of farming and iron working helped make them the dominant group in the region. Much later, Europeans arrived and forever changed Southern Africa and its people.

**Great Zimbabwe** One Bantu group, the Shona, built an empire that peaked in the 1400s. The Shona farmed, raised cattle, and traded gold with other groups on the coast. Their empire included much of what is now Zimbabwe and Mozambique. The Shona are best known for **Great Zimbabwe**, their stone-walled capital. Founded in the late 1000s, Great Zimbabwe was a small trading and herding center. In the 1100s the population grew, as did gold mining and farming. These resources helped the city become the center of a large trading network. At its peak, Great Zimbabwe may have had 10,000 to 20,000 residents.

Archaeologists have found Chinese porcelain and glass beads from India at Great Zimbabwe. Such artifacts suggest the Shona traded with the Swahili, who lived on the East African coast. Through the Swahili, the Shona were connected to an Indian Ocean trade network.

Trade made Great Zimbabwe's rulers wealthy and powerful. However, in the 1400s the gold trade declined. Deprived of its main source of wealth, Great Zimbabwe weakened. By 1500 it was no longer a capital and trading center.

East and Southern Africa 821

## Teach the Big Idea

### 1. Whole Class Open/Introduction

#### If YOU lived there ...

#### What could your country do to attract more tourists?

Review the scenario with students and lead a class discussion around responses to the question. You may wish to review the following points to frame your discussion.

#### Consider MARKETING EFFORTS:

- invite more travel writers to visit
- buy more radio, TV, and Internet ads
- send more brochures and other information to travel agents

#### Consider TOURIST ATTRACTIONS:

- take steps to ensure landscapes and animals are protected
- build more hotels and restaurants
- improve other attractions, such as historical and cultural sites

### 2. Direct Teach

Introduce the Big Idea: *Since independence, nations in Southern Africa have struggled with inequality and conflict.* Talk with students about the location of Southern Africa. Ask them to make generalizations about the region by looking at a map. For example, what advantages might the countries bordering the ocean have?

### 3. Practice/Assess/Inquire

Model for students a flow chart that lists, in order, some of the key events in Southern African history. Then have each student create their own flow chart and add at least five more key events to the chart.

### 4. Explore (Collaborative Exploration)

Ask pairs of students to review each other's flow charts and add events and make corrections, if necessary.

### 5. Whole Group Close/Reflect

Have students write a generalization about different periods in Southern Africa's history, based on their charts. Ask volunteers to share generalizations with the class.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 12: Drawing Conclusions

## ONLINE DOCUMENT-BASED INVESTIGATION

### East and Southern Africa

The Constitution of the Republic of Namibia is the third of three document-based investigations that students will analyze in this module. The excerpt is from the preamble of the constitution.

## Teach the Main Idea

Southern Africa's history began with hunter-gatherers, followed by great empires and European settlement.

**Recall** What discovery by archaeologists suggests that Africa and East Asia were connected by an Indian Ocean trade network? *Chinese porcelain and other artifacts found at Great Zimbabwe*

**Explain** What brought Portuguese traders to Southern Africa in the 1400s? *To get to Asia from Portugal to trade for spices, traders had to sail around the southern tip of Africa. Because the trip was long and difficult, they set up bases on the Southern African coast.*

**Define** What is Afrikaans? *a mixture of the Dutch language with Khoisan and Bantu words* Who were the Boers? *Afrikaner*

*frontier farmers who spread out from the original Cape colony and resisted the British*

**Recall** When did South Africa move away from the apartheid system? *in the 1980s* What happened in 1994? *Nelson Mandela was elected president of South Africa after South Africans of all races were able to vote.*

## More About ...

**Great Zimbabwe** The ruins of Great Zimbabwe span nearly 1,800 acres and cover an area of 100 to 200 miles (160–320 km). Archaeologists believe the ancient city reveals a social hierarchy. For example, the more elaborate structures that were situated further away from the center of the city were built for kings. Many believe the placement far from the city was to escape the tsetse fly—and disease.

*For additional instruction, go to end of lesson.*

## ► ONLINE GRAPHIC ORGANIZER

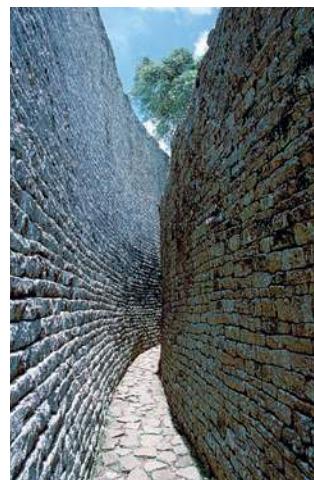
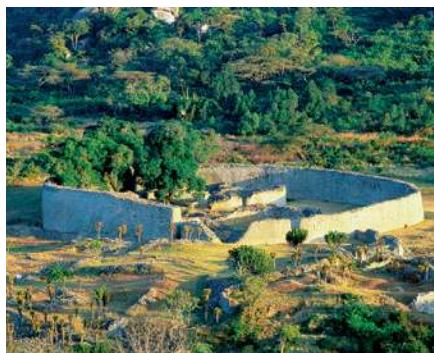
### Southern Africa

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Identify Cause and Effect** What lasting effects did colonization have on Southern Africa?

*Possible answers: introduction of Dutch, French, German, and English languages, culture, and ethnic groups; creation of Afrikaner language, apartheid, independence movements, racial and economic inequality for Africans*

### Great Zimbabwe



Highly skilled craftspeople built several stone walls that surrounded the Shona capital of Great Zimbabwe. Today, the ruins are a World Heritage Site.

#### Analyze Visuals

Why do you think Great Zimbabwe was made of stone?

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Great Zimbabwe, Cape of Good Hope, Boers, Afrikaners, apartheid, townships, sanctions, Cape Town, enclave.**

## ► ONLINE INTERACTIVE VISUALS

### Carousel: Great Zimbabwe

Have students navigate through the carousel and note the different aspects of Great Zimbabwe. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do you think Great Zimbabwe was made of stone? *Possible answer: Stones are a strong building material and were likely an available local resource.*

#### Great Zimbabwe



The Great Enclosure is the most impressive structure at Great Zimbabwe. Believed to have been a royal residence, the structure was built entirely from blocks of granite. Its exterior wall stretches more than 800 feet around and contains almost a million stone blocks.

822 Module 25

**European Colonization** In the late 1400s Portuguese traders explored Southern Africa on their way to Asia. The trip was long and difficult, so traders set up bases on the Southern African coast. These bases provided ships with supplies. In 1652 the Dutch East India Company set up a trade station at a natural harbor near the **Cape of Good Hope**. The Cape sits at the tip of Africa. Its mild climate was similar to the climate the Dutch were used to in the Netherlands. The Cape Colony provided supplies for Dutch ships sailing between the East Indies and the Netherlands. In 1657 the company allowed some workers to start their own farms. These farmers became known as **Boers**.

The arrival of Europeans devastated local populations. Many died of diseases, such as small pox. The survivors fought the colonists or became their slaves or servants.

More European settlers—Dutch, French, and German—soon arrived on the Cape. These settlers and their descendants were called **Afrikaners**. Over time, a new language called Afrikaans emerged in the Cape Colony. Afrikaans combined Dutch with Khoisan and Bantu words. German, French, and English also influenced the language's development.

In the early 1800s the British took control of the Cape. They clashed with the Boers. Many Boers packed their belongings into wagons and moved east and north. Those moving north were intruders in Zulu territory. The Zulu were a Bantu-speaking group and the mightiest fighting force in Southern Africa. The Boers and the Zulu fought over land.

## STRUGGLING READERS

### The People of Southern Africa

Main Groups in Southern Africa before European Settlement

Khoisan	Bantu	Shona
herders	<i>new languages</i>	<i>built an empire</i>
hunter-gatherers	<i>iron tools</i>	<i>farmers, raised cattle</i>
		<i>traded gold</i>
		<i>built Great Zimbabwe</i>

1. To help students learn the history of Southern Africa, draw a graphic organizer such as the one shown here for students to see. Omit the blue italicized answers.

2. Have each student complete the graphic organizer, using details from their reading. When students have finished, review the answers with the entire class.

\*Alternative Assessment Handbook, Rubric 13: Graphic Organizers



This painting by artist Charles Bell (1813–1882) shows the 1652 arrival of Dutch settlers in Table Bay, near the Cape of Good Hope.

Eventually, the British wanted Zulu land, too. The British also set their eyes on the rich deposits of gold and diamonds that Afrikaners in the interior of the country controlled. After a series of battles, the British defeated the Zulu. And, in 1902, after eight years of war, the British defeated the Boers.

**Independence** After the Zulu and Boer wars, Great Britain granted independence to South Africa in 1910. The new nation united former British and Boer colonies but was under white minority rule. Black South Africans were denied voting rights.

Other Southern African nations began gaining independence in the 1960s. For some, the struggle was long and violent. For example, Africans resisted colonization in Rhodesia. After white colonists declared their own white-dominated republic in 1970, fighting between whites and Africans continued. Finally, in 1980 the Africans won independence and renamed their country Zimbabwe. Despite violent resistance, Namibia continued to be ruled by South Africa until 1990. Mozambique was granted independence in 1975, after ten years of war against Portuguese rule.

**Apartheid in South Africa** In the early 1900s white South Africans controlled South Africa's government and excluded black South Africans from power. To defend their rights, black South Africans formed the African National Congress (ANC) in 1912.

In the late 1940s racial inequality in South Africa grew worse. The government set up a policy called **apartheid** to separate whites and nonwhites. This policy divided people into four groups: whites, blacks, coloureds, and Asians. Apartheid placed harsh controls on nonwhites, especially blacks. Blacks were denied citizenship, the right to vote, and the ability to hold political offices. Housing, health care, and schools for blacks were poor compared to those for whites. Moreover, blacks were restricted to certain occupations and poor pay.

East and Southern Africa 823

## ► ONLINE INTERACTIVE CHARTS

### Colonialism and Independence in Southern Africa

Have students explore the chart using the interactive features and answer the associated question.

**Interpret Charts** Which country in Southern Africa was the last to gain independence? *Namibia*

## ► ONLINE ANALYZE VIDEOS

### Nelson Mandela

Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why did Mandela's views on nonviolent resistance to apartheid change in 1960? *Possible answer: Mandela changed his views in 1960 after 69 peaceful black protesters were killed by white South African police.*

### Watch Channel One News



## COLLABORATIVE LEARNING

### History Detectives

1. Divide the class into groups of three or four. Have each group select one major event in Southern Africa's history mentioned in the section. For example, students could choose to learn more about the arrival of the Boers, how Great Britain took over the area of the Cape, or how a specific Southern African country gained independence.
  2. Have each group work together to research the event, create a map showing the area affected, create other visuals, and organize a presentation describing the event.
  3. Have groups give their presentations to the class. Encourage other students to offer their feedback after each presentation.
- \*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 30: Research

## Teach the Main Idea

The cultures of Southern Africa are rich in different languages, religions, customs, and art.

**Recall** How many official languages does South Africa have? 11

**Identify** Name two of the largest ethnic groups in Southern Africa. *Zulu and Tswana*

**Explain** Why are there so many different languages spoken in Southern Africa? *because people in Southern Africa belong to hundreds of different ethnic groups* How did millions of people in Southern Africa come to practice Christianity? *European settlers introduced the religion to the region.*

### More About . . .

**South African Music** The diverse music of South Africa matches the country's ethnic diversity—Nguni, Sotho, Venda, Afrikaans, Europeans, and Indians. Popular since the 1990s, *kwaito* is a South African music style with its origins partly in U.S. house music. The internationally famous group Ladysmith Black Mambazo is perhaps the best representative of the traditional Zulu music style of *isicathamiya*, a type of call-and-response choral music. The simple harmonies of *kwela* feature elements of jazz and swing music. South African *reggae* music combines Caribbean vibes with African drums and strong, emotional lyrics.

## BIOGRAPHY

### Nelson Mandela (1918–2013)

Have students read the biography of Nelson Mandela and then answer the associated question.

**Analyze Effects** What did Nelson Mandela accomplish when he was South Africa's president? *While president, Mandela wrote a new constitution and helped improve the living conditions of black South Africans.*

## READING CHECK

**Form Generalizations** How did European colonization impact independence movements in Southern Africa? *Possible answer: South Africa was the first to gain independence in 1910, though racial inequality troubled the nation for many years. National movements in some areas grew violent. Still, by the 1960s all of the nations in Southern Africa had gained independence.*

## BIOGRAPHY

### Nelson Mandela 1918–2013

Because he protested against apartheid, Nelson Mandela was imprisoned for 27 years. In 1990, however, South Africa's President Frederik Willem de Klerk released Mandela from prison. Mandela and de Klerk shared the Nobel Peace Prize in 1993. One year later, Mandela became South Africa's first black president. He wrote a new constitution and worked to improve the living conditions of black South Africans.

#### Identify

What did Nelson Mandela accomplish when he was South Africa's president?



Starting in the 1950s, the government created rural "homelands" for different South African peoples. Most of these areas lacked farmland, mines, and other natural resources. In cities, blacks had to live in separate areas called **townships**, crowded clusters of tiny homes. The townships were far from the jobs in the cities and mines.

In South Africa, many groups, including the ANC, opposed apartheid. Internal protests took the form of boycotts, strikes, marches, and occasional violence. Opposition also came from the international community. The United States and other nations applied **sanctions**—economic or political penalties imposed to force a change in policy—on South Africa. Some countries banned trade or refused to invest their money in South Africa. In addition, the Olympics banned South Africa from participation for nearly 30 years.

In the late 1980s the efforts of the ANC and anti-apartheid protesters contributed to social and political change. In 1990 and 1991, South Africa repealed all of its apartheid laws. The country held its first free, multiracial election in 1994, awarding the presidency to ANC leader Nelson Mandela. In 1996 South Africa adopted a new constitution, guaranteeing basic freedoms to all of its citizens.

### Culture

Over time, many groups created a diverse culture in Southern Africa. Today, the region's culture reflects both African and European influences.

**People** The people of Southern Africa belong to hundreds of different ethnic groups. Some groups are very large. For example, about 11 million people in South Africa are Zulu. Nearly 1.6 million of Botswana's 2 million people belong to a single ethnic group, the Tswana.

Other ethnic groups are small, and some trace their heritage to other world regions. For example, about 6 percent of Namibia's population is of European descent. The Malagasy people in Madagascar are a mix of 18 small ethnic groups whose ancestors migrated across the Indian Ocean from Indonesia.

#### Reading Check

Form Generalizations  
How did European colonization impact independence movements in Southern Africa?

824 Module 25

## CAUSE AND EFFECT

### The Effects of European Settlement

1. Talk with students about how South Africa changed when the Dutch settled there in 1652 and when the British took over in the 1800s.
2. Ask students how they think South Africa's history might have been different if Europeans had not settled there.
3. Have students write an essay summarizing the European settlement in South Africa and what effect European settlers had on South African people and culture.

4. Have a few volunteers read their essays to the entire class. Then hold a class debate over whether European settlement had more positive or more negative effects in the region.

\*Alternative Assessment Handbook, Rubrics 10: Debates; 11: Discussions; and 37: Writing Assignments

For additional instruction, go to end of lesson.

**Languages** People in Southern Africa also belong to many language groups. Most of the African languages spoken in the region are related to one of two language families—Khoisan or Bantu. The earliest people of Southern Africa spoke Khoisan languages. Today, Khoisan speakers are known for the “click” sounds they make when they speak. The majority of Khoisan speakers belong to the San ethnic group and live in remote areas of Botswana and Namibia.

Most people in Southern Africa speak one of the more than 200 Bantu languages. For example, most of South Africa’s 11 official languages are Bantu languages.

In countries with a history of European influence, European languages are also spoken. For example, English is the official language of Namibia and Zimbabwe. The official language of Mozambique is Portuguese.

**Art** The art of Southern Africa reflects its cultural diversity. For example, South African artists make traditional ethnic designs for items such as clothing, lamps, linens, and other products. Artists in Lesotho are famous for their woven tapestries of daily life. In Zimbabwe, artists are known

### Ndebele Village

The Ndebele are one of many ethnic groups in South Africa who have kept their traditional culture alive. Many live in villages of brightly painted houses.



Painting houses is traditionally the role of Ndebele women. They paint colorful geometric patterns.

#### Analyze Visuals

What aspects of Ndebele culture do you see in these two photographs?



East and Southern Africa 825

### MAKE GENERALIZATIONS

#### The Cultures of Southern Africa

1. Explain to students that each country of Southern Africa has its own unique history and culture.
2. Have students choose one of the countries to research more about its culture. Once students have gathered several facts about the country’s culture, have them write a generalization about it to share with the class.

3. Based on what they’ve learned, have students write a short essay describing in more detail the culture of the country they chose.
4. Ask for volunteers to read their essays to the class.

\*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; 30: Research; and 37: Writing Assignments

### GEOGRAPHIC FEATURE

#### Music of South Africa

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** Why do you think South African music is popular around the world? *Possible answer: because the music is unique and has a lively dance beat*

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Ndebele Village

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What aspects of Ndebele culture do you see in this photograph? *Possible answer: traditional architecture, designs, and color*

In print edition, see feature of the same title.

**Analyze Visuals** What aspects of Ndebele culture do you see in these two photographs? *Possible answer: traditional architecture, designs, color and dress*

#### Ndebele Village

The Ndebele are one of many ethnic groups in South Africa who have kept their traditional culture alive. Many live in villages of brightly painted houses.



## Teach the Main Idea

The countries of Southern Africa are diverse in their resources and governments.

**Draw Conclusions** How has South Africa changed since the end of apartheid? In what ways is it the same? *The South African constitution emphasizes equality and human rights, and schools, hospitals, and transportation are open to all people. However, economic equality has come more slowly; whites still control most of the nation's wealth.*

**Define** What is an enclave? Name two Southern African nations that are enclaves. *An enclave is a small territory surrounded by foreign territory; Lesotho and Eswatini are two enclaves in Southern Africa.*

**Recall** What is the source of most of Namibia's income? *mining diamonds, copper, uranium, lead, and zinc*

**Explain** Why were people in Zimbabwe unhappy with President Robert Mugabe? *A poor economy, high unemployment, and Mugabe's use of violence to maintain power made people unhappy with him as president.*

### More About . . .

#### Connect to Economics: Botswana's Economic Growth

**Growth** Botswana is one of the few countries in recent years to sustain rapid economic growth for over three decades. The source of much of this growth is Botswana's mineral resources—it's the world's main source of gem-quality diamonds. However, Botswana's sound fiscal policy is what has enabled this mineral wealth to be managed wisely. As a result, real incomes for all people in Botswana have risen from \$80 per person (U.S. dollars) in 1966 to \$17,000 per person in 2016.

**Connect to Science: A Tree of Many Uses** Baobab trees can live 1,000–3,000 years. The fruit from baobabs grows up to a foot long and is rich in vitamin C and other vitamins. Young tree leaves are also edible and are rich in vitamin A. Seeds from the tree are often eaten fresh, dried, or roasted. They can even be used as a coffee substitute. The trees' swollen, hollow trunks are often used for water storage. The bark can be pounded to make baskets, mats, rope, and even cloth and paper. People also use the bark to make waterproof hats. The trees can regenerate new bark, so using the bark doesn't harm the tree.

#### READING CHECK

**Analyze Causes** Why is there such a diversity of languages in Southern Africa? *because there are so many ethnic groups in the region, each with their own language*

**Reading Check**  
Analyze Causes  
Why is there such a diversity of languages in Southern Africa?

for their beautiful stone sculptures of birds and other animals. Traditional crafts of Botswana include ostrich-eggshell beadwork and woven baskets with complex designs. People there also produce colorful wool rugs.

**Religion** In addition to language, Europeans introduced Christianity to Southern Africa. Today, millions of people in Southern Africa are Christians. In Namibia and South Africa, the majority of the population identify as Christians.

Many other people in Southern Africa practice traditional African religions. Some of these people believe that ancestors and the spirits of the dead have divine powers. In Zimbabwe, traditional beliefs and Christianity have been mixed together. About half of the people in Zimbabwe practice a combination of traditional beliefs and Christianity.

#### Southern Africa Today

Today, Southern Africa consists entirely of independent nations. All have joined the Southern African Development Community (SADC). SADC promotes economic development, peace, and a better life for all peoples in the region. Because trade is key to development, SADC nations do not impose trade barriers, such as tariffs and quotas, on each other's goods. Still, nations in the region have achieved varying degrees of economic success.

**South Africa** South Africa's government and economy are well positioned to create a better future for the country. South Africa's government is a republic with an elected president. The country's constitution emphasizes equality and human rights. The country's public schools and universities are open to all people, as are hospitals and transportation. However, economic equality has come more slowly. Whites still control most of South Africa's wealth and industries. The government is actively trying to create equal opportunities and jobs for black workers and farmers.

Specialization in resource-based industries continues to create opportunities for trade. For example, South Africa is one of the world's leading producers of several valuable minerals, including gold, platinum, and diamonds. Not surprisingly, gold and diamonds are the nation's top exports. Its top imports—crude and refined petroleum—are resources it has little of.

Major cities also help South Africa's economy. Johannesburg is Africa's largest industrial area and a center for telecommunications. Beautiful coastal cities such as **Cape Town** support shipping and tourism.

**Lesotho and Eswatini** Both Lesotho and Eswatini are enclaves of South Africa. An **enclave** is a small territory surrounded by foreign territory. In fact, Lesotho is located completely within South Africa. Eswatini shares part of its border with Mozambique. Lesotho and Eswatini are also both kingdoms. Each country has a king as head of state but is governed by an elected prime minister and a parliament.

Lesotho is a small country with few resources and little agricultural land. As a result, it is a poor country. Many of its people work in nearby South Africa. In spite of its poverty, Lesotho has the highest female literacy rate in Africa. Most children, including girls, obtain a primary education in free schools run by Christian churches.

826 Module 25

#### STRUGGLING READERS

##### Countries of Southern Africa

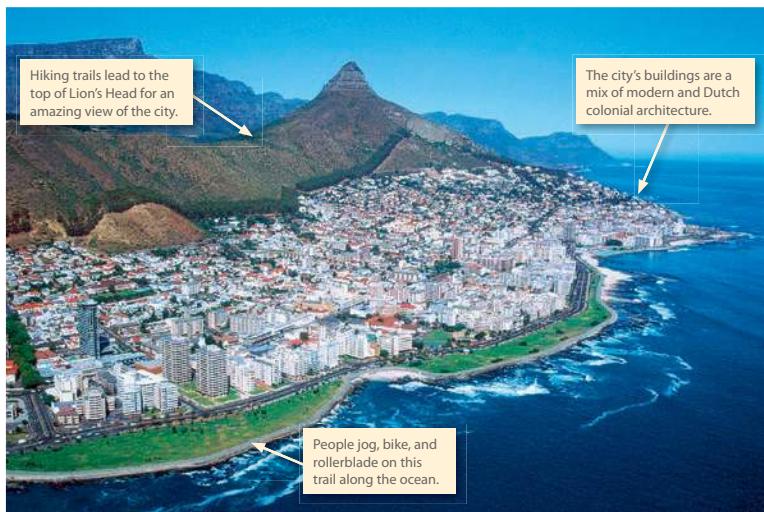
1. Copy the chart shown here for students to see, omitting the blue answers.
2. Help students complete the chart as a class with facts from the lesson. Then have pairs of students make charts for South Africa, Botswana, Zimbabwe, Mozambique, Madagascar, and/or Comoros.
3. Review the similarities and differences among the countries by asking simple, direct questions and helping students answer them as needed.

Other Southern African Countries		
	Economy	Government
Lesotho	<i>few resources, little farming, relies on South Africa</i>	<i>kingdom, with elected prime minister, parliament</i>
Eswatini	<i>minerals, industries, cattle, farming, foreign trade</i>	<i>kingdom, with elected prime minister, parliament</i>
Namibia	<i>minerals, fishing, sheep ranching</i>	<i>republic with an elected president, legislature</i>

\*Alternative Assessment Handbook, Rubric 13:  
Graphic Organizers

### Cape Town

Founded by the Dutch in 1652, Cape Town is a bustling international port city. It lies on the South Atlantic Ocean and is home to about 3.7 million people.



#### Analyze Visuals

What features in this photograph might appeal to tourists?

Eswatini has some important mineral deposits and industry. Cattle raising and farming are also common there. A good transportation system helps Eswatini to participate in foreign trade.

**Namibia** Namibia gained its independence from South Africa in 1990. Now it is a republic with an elected president and legislature. Its capital, Windhoek, is located in the central highlands.

Very few people live in Namibia's deserts, but these areas hold some of the richest mineral deposits in Africa. Most of the country's income comes from mining diamonds, copper, uranium, lead, and zinc. Fishing in the Atlantic Ocean and sheep ranching are also important sources of income. In spite of its strong economy, however, most Namibians are still poor.

**Botswana** Thanks to a stable democracy and mineral resources, Botswana is thriving. Its main economic activities are cattle ranching and diamond mining. Recently, international companies have built factories here and tourism is increasing. Although unemployment is high, the country has had one of the world's highest rates of economic growth since the 1960s.

East and Southern Africa 827

### ONLINE INTERACTIVE CHARTS

#### Southern Africa: Regional Data

Have students explore the chart using the interactive features and answer the associated question.

**Interpret Charts** Which countries in Southern Africa have the highest and lowest gross domestic product? *South Africa (highest), Comoros (lowest)*

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Cape Town

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What features in this photograph might appeal to tourists? *Possible answers: scenic beaches and mountains, rich culture and city life*

#### Cape Town

Founded by the Dutch in 1652, Cape Town is a bustling international port city. It lies on the South Atlantic Ocean and is home to about 3.7 million people.



### SPECIAL NEEDS STUDENTS

#### Countries of Southern Africa

1. Pair special needs students with high-achieving students. Assign each pair a different country: South Africa, Botswana, Zimbabwe, Mozambique, Madagascar, or Comoros.
2. Have each pair locate the assigned country on a large map of Africa and draw an outline map of the country.
3. Then have students tell one fact about their assigned country. As an alternative, have students write the fact inside the country's borders on their maps.

4. Have pairs share their work with the class and put the smaller maps together into a larger map of Southern Africa, as if assembling a puzzle.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 20: Map Creation



## ONLINE INTERACTIVE CHARTS

### Tourism in Southern Africa

Have students explore the chart and answer the associated question.

**Interpret Charts** Which country had the most visitors in 2015? *South Africa*

Year	Country	Number of Visitors
2015	South Africa	8.9 million
2015	Zimbabwe	2.0 million
2014	Botswana	2.0 million
2015	Mozambique	1.6 million
2014	Namibia	1.3 million

### Link to Economics

#### Tourism in Southern Africa

Tourism is a rapidly growing industry in a number of countries in Southern Africa. The region's wildlife is its main attraction. People come from all over the world to see lions, elephants, zebras, and giraffes in their natural habitats. Many countries have established huge parks to protect these habitats.

Year	Country	Number of Visitors
2015	South Africa	8.9 million
2015	Zimbabwe	2 million
2014	Botswana	2 million
2015	Mozambique	1.6 million
2014	Namibia	1.3 million

Source: World Tourism Organization (UNWTO) ©



#### Analyze Tables

Which country had the most visitors in 2015?

**Zimbabwe** Zimbabwe has suffered from a poor economy, political instability, and inequality. Zimbabwe has gold and copper mines as well as productive agriculture and manufacturing. However, high inflation, debts, and war have hurt the economy. In addition, racial inequality persists.

Although white residents make up less than 1 percent of the population, they own most of the nation's large farms and ranches. In 2000 Robert Mugabe, Zimbabwe's president, began a program to take farmland from whites and give the land to black residents. This program led many white farmers to leave the country and caused food shortages.

Economic collapse, high unemployment, and Mugabe's use of violence to maintain power made Zimbabweans unhappy with their president. In November 2017, after 37 years as leader of the country, Mugabe was forced from office.

**Mozambique** Mozambique is one of the world's poorest countries. The economy has been badly damaged by civil war, but it is improving. Mozambique's ports ship many products from the interior of Africa. Taxes

828 Module 25

## ADVANCED/GIFTED

### Travel to South Africa

1. Have students read the feature about tourism in Southern Africa, and instruct each student to plan a two-week trip to the country of South Africa.
2. Students may wish to conduct outside research to learn more about the major tourist sites, including Kruger and Table Mountain National Parks, the Cape of Good Hope, and Robben Island.
3. Have each student create an illustrated, day-by-day itinerary, describing what he or she will see in each place, where he or she will stay, currency exchange rates, how he or she will travel from place

to place, and so on. Students should calculate the distance between each stop and how long it will take to reach each destination. They should also draw their own detailed maps showing the routes they will follow.

4. Have students share their itineraries with the class and explain how they chose the places they plan to visit.

\*Alternative Assessment Handbook, Rubrics 20: Map Creation; and 40: Writing to Describe



Baobab trees line a street in Madagascar.

**Reading Check**  
Contrast  
In what ways are Botswana and Zimbabwe different?

collected on these shipments are an important source of income. Also, plantations grow cashews, cotton, and sugar for export. The country must import more than it exports, however, and it relies on foreign aid.

**Madagascar and Comoros** Madagascar was ruled for more than 20 years by a socialist dictator. Today, the elected president is working to improve a struggling national economy. Most of the country's income comes from exports of coffee, vanilla, sugar, and cloves. Madagascar also has some manufacturing, and the country is popular with tourists who come to see the unique plants and animals.

Comoros is a country made up of four tiny islands. It suffers from a lack of resources and political instability. The government of Comoros is struggling to improve education and promote tourism.

### Issues and Challenges

Although conditions in many countries of Southern Africa are better than they are on much of the continent, the region has its own challenges. One of the most serious problems facing Southern Africa is poverty. Terrible droughts often destroy food crops. In addition, many of Southern Africa's people are unemployed.

Poverty contributes to another serious issue—disease. Worldwide, about one-third of all people living with HIV and AIDS live in Southern Africa. Tuberculosis and malaria are also a problem. Because such diseases threaten people's well-being and economic development, governments throughout the region are working to combat them.

East and Southern Africa 829

### ENGLISH LANGUAGE LEARNERS

#### Essays about Culture

- To help students demonstrate their understanding of the histories and cultures of the countries in Southern Africa, explain that each one is unique.
- Have students choose one of the countries to research more about its culture.

- Once students have gathered several facts about the country's culture, have them write short essays describing the country they chose in more detail.
- Ask for volunteers to read their essays to the class.

\*Alternative Assessment Handbook, Rubrics 30: Research; and 37: Writing Assignments

### Teach the Main Idea

Today, the people of Southern Africa face economic, environmental, and health challenges.

**Identify** What are some problems faced by the countries of Southern Africa? *poverty, disease, environmental destruction*

**Explain** What two factors contribute to poverty? *terrible droughts that destroy food crops and unemployment*

**Recall** How has deforestation affected Madagascar? *The country has lost about 90 percent of its natural vegetation, decimating animal habitats and causing erosion.*

**Explain** What is the African Union doing to promote environmentalism? *The AU promotes cooperation among African countries to protect wildlife resources across the continent.*

### More About . . .

**Combatting Malaria** The nations of Southern Africa have made great strides in reducing malaria. The disease has been eliminated in the Seychelles and Mauritius, and reductions have also been seen in South Africa, Botswana, Namibia, and Eswatini. Mortality rates are close to zero in the three latter countries, and South Africa hopes to eliminate malaria by 2018. Insecticide-treated bednets and indoor spraying of insecticides against mosquitoes that enter households are the standard treatment for malaria control, along with efforts to find and treat cases of the disease with anti-malarial drugs.

### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: Lesotho Highlands Water Project

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What is the purpose of the Lesotho Highlands Water Project? *Possible answer: to provide South Africa with water and Lesotho with money from selling its water and hydroelectric power*

### READING CHECK

**Compare** In what ways are Botswana and Zimbabwe different? *Botswana is doing well economically and has a stable democratic government, while Zimbabwe has a poor economy and unstable government.*

For additional instruction, go to end of lesson.



## ONLINE DOCUMENT-BASED INVESTIGATIONS

### The Constitution of the Republic of Namibia

The preamble to the Constitution of the Republic of Namibia highlights the rights of Namibian citizens. Invite students to read the text and answer the associated question.

**Analyze Sources** Why do you think the authors wanted to protect the rights of all Namibians?

*Possible answer: They wanted to protect the gains that Namibians had made in their struggle against colonialism, racism, and apartheid.*

#### READING CHECK

**Describe** What main challenges does Southern Africa face? *overcoming poverty, slowing disease, improving the environment*

#### Reading Check

Describe What main challenges does Southern Africa face?

Environmental destruction is another challenge. Madagascar has lost about 90 percent of its natural vegetation to deforestation. The devastation has decimated animal habitats and caused erosion. However, there is hope for the future. Madagascar's government and local communities are working with international organizations to reforest the island and protect wildlife. Other nations are also working to protect natural resources. Namibia was the first country in the world to put environmental protection in its constitution. Also, the African Union (AU) promotes cooperation among African countries to protect wildlife resources across the continent.

**Summary** Southern Africa's early history and later European settlement have greatly influenced the region's culture. Today, some countries have more stable governments and economies than others.

#### Lesson 3 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** Who were the Khoisan? *the first people to live in Southern Africa*
- b. **Draw Conclusions** Why did the Shona capital of Great Zimbabwe decline as a trading center? *because of the decline of the gold trade*
- c. **Define** What was apartheid? *the South African government's policy of separation of different races*
- d. **Contrast** How did South African independence impact white and black South Africans differently? *Possible answer: White South Africans gained power and controlled the government and economics. Black South Africans could not vote and were discriminated against by apartheid policies.*

2. a. **Recall** What ethnic group in Southern Africa speaks languages that use click sounds? *Khoisan*

- b. **Draw Conclusions** How do the religions practiced in Southern Africa reflect the region's history?
3. a. **Recall** Which country's president began a program to take farmland from white farmers?
- b. **Rank** Besides South Africa, which two countries in the region seem to have the strongest economies?

Critical Thinking

4. a. **Explain** How are people in Southern Africa addressing the challenges in the region?
- b. **Form Generalizations** Use the photograph and chart in the Link to Economics feature along with what you already know to form a generalization about patterns of tourism in Southern Africa.

5. **Summarize** Review your notes on Southern Africa. Then using a graphic organizer like this one, describe the factors that shaped the region in each period.

Before Colonization	During Colonization	After Independence

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** Who were the Khoisan? *the first people to live in Southern Africa*
- b. **Draw Conclusions** Why did the Shona capital of Great Zimbabwe decline as a trading center? *because of the decline of the gold trade*
- c. **Define** What was apartheid? *the South African government's policy of separation of different races*
- d. **Contrast** How did South African independence impact white and black South Africans differently? *Possible answer: White South Africans gained power and controlled the government and economics. Black South Africans could not vote and were discriminated against by apartheid policies.*
2. a. **Recall** What ethnic group in Southern Africa speaks languages that use click sounds? *Khoisan*
- b. **Draw Conclusions** How do the religions practiced in Southern Africa reflect the region's history? *Possible answer: They show European influences since Christianity is a common religion in the region. In some places, Christianity has been combined with traditional beliefs.*
3. a. **Recall** Which country's president began a program to take farmland from white farmers? *Zimbabwe*
- b. **Rank** Besides South Africa, which two countries in the region seem to have the best economies? *Botswana and Namibia*

830 Module 25

4. a. **Explain** How are people in Southern Africa addressing the challenges in the region? *educating people about HIV; working through the African Union to help solve problems across the region and continent*
- b. **Form Generalizations** Use the photograph and chart in the Link to Economics feature along with what you already know to form a generalization about patterns of tourism in Southern Africa. *Student responses will vary, but should show an understanding of the distribution of tourists and the appeal of Africa's wildlife resources.*

### Critical Thinking

5. **Summarize** Review your notes on Southern Africa. Then using a three-column chart with Before Colonization, During Colonization, and After Colonization as column heads, describe the factors that shaped the region in each period. *Students' graphic organizers should accurately reflect Southern Africa at each different period.*

For additional instruction, go to end of lesson.

## ► Online Assessment

1. Which of the following helped the Bantu to become the dominant group in Southern Africa?
- They were fierce warriors.
  - They were skilled ironworkers.
  - They were successful gold traders.
  - They were expert diamond miners.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Bantu's knowledge of farming and **iron working** helped make them the dominant group in Southern Africa.

2. Which country has been most influenced by Bantu languages?
- Namibia
  - Zimbabwe
  - South Africa
  - Mozambique

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Most of South Africa's 11 official languages are **Bantu** languages.

3. How can South Africa's government help to create a better future for all citizens?
- by promoting economic equality
  - by developing mineral resources
  - by starting to support human rights
  - by starting to establish public universities

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Although **South Africa** has a constitution that emphasizes equality and human rights, it is still working on establishing economic equality.

4. How has Namibia attempted to promote environmental protection?
- by creating a nature preserve
  - by regulating its timber industry
  - by adding an amendment to its constitution
  - by making changes to its agricultural practices

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

**Namibia** was the first country in the world to put environmental protection in its constitution.

5. **Summarize** What contributed to the government of South Africa's decision to repeal all of its apartheid laws in the early 1990s?

*Within the country, the African National Congress organized boycotts, strikes, and marches. From outside the country, the United States and other nations placed sanctions on South Africa. Some countries banned trade with South Africa or refused to invest money there. These actions contributed to South Africa's decision to repeal its apartheid laws.*

6. **Summarize** How do traditional beliefs influence religion in present-day Southern Africa? Describe two ways.

*Although millions of people in Southern Africa today are Christians, many other people still practice traditional African religions. Others combine traditional beliefs and Christianity, as is the case in Zimbabwe.*

7. **Draw Conclusions** Why were the people of Zimbabwe unhappy with the leadership of Robert Mugabe? Describe two reasons.

*Possible answer: Robert Mugabe began redistributing land from the country's white minority population to its black majority population, which led to food shortages and added to existing economic problems. He also used violence against his political opponents.*

8. **Cause and Effect** What causes poverty in Southern Africa? Describe two causes.

*Climate causes poverty in Southern Africa because terrible droughts often destroy the crops grown by farmers. A lack of jobs results in many of South Africa's people being unemployed, which leads to poverty.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 821*

### More About . . .

**Misconception Alert** Some students may think that Africans were enslaved only in the United States. In fact, the Dutch bought enslaved Africans at slave markets in other parts of Africa and forced them to work in the Dutch colony of Cape Town in South Africa. Cape Town was a slave society for 176 years. Slavery was not abolished in the area until 1834.

**Cape Town under Apartheid** When the apartheid policy was enforced by South Africa's National Party starting in 1948, race laws affected all South Africans. Many large areas of Cape Town were made "white suburbs." People placed in the category of "coloured" and "black" were forced to leave and settle on the Cape Flats. They could only stay in Cape Town if they were at work and carried a special pass. Blacks were excluded from advanced education. Many people spoke out against apartheid, risking imprisonment and their lives.

*continued from page 824*

### TIERED ACTIVITY

#### Write Biography of Nelson Mandela

**Below Level**—Ask students to research biographical information on Nelson Mandela. Students' biographies should include a sketch of his early life and education, an outline of his work against apartheid, and a summary of his achievements as president of South Africa.

**At Level**—Going beyond the Below Level activity, students should:

- examine the controversies surrounding Mandela, including his early advocacy of violent resistance against apartheid
- cite at least three reliable sources, including one print source

**Above Level**—Going beyond the Below Level and At Level activities, students should:

- assess Mandela's legacy on both the national and international stage

*continued from page 829*

### SOLVE PROBLEMS

#### Ensuring Economic Equality

1. Have a class discussion about why it is important for Southern Africa to make sure the entire population receives equal education and economic opportunities. Ask students to consider possible scenarios that might improve equality versus those that do not. To help students imagine different scenarios, discuss the historical effects of inequality in the United States.
2. Have students write a proposal outlining the steps they would take to ensure equal education and economic opportunities for all people in Southern Africa.
3. Have students read their proposals to the class. As a class, discuss any necessary corrections to align them with standard English usage.

\*Alternative Assessment Handbook, Rubric 37: Writing Assignments

*continued from page 830*

### COLLABORATIVE ACTIVITY

#### Geography Board Game

1. Have students work in small groups or with a partner to design a board game that tests players' knowledge of the geography, history, and culture of East and Southern Africa.
2. Direct students to conduct outside research to gather interesting facts about each region to include in their games.
3. Students must create the game's objectives, rules, board, and game pieces.
4. Have groups share and play one another's games.

\*Alternative Assessment Handbook, Rubric 14: Group Activity

# Social Studies Skills

## Evaluate a Website

### Define the Skill

The Internet can be a powerful research tool. However, not all information found on the Internet is reliable. You must be careful to evaluate a website for the quality of its content.

A good website should be accurate and up-to-date. Before you use a site for research, find out who produced it. The author should be qualified and unbiased. Also, check to see when the site was last updated. If it has not been updated recently, the information it contains may no longer be accurate.

### Learn the Skill

Study the page below taken from a website. Then answer the following questions:

A screenshot of the South African Government website (www.gov.za). The page features the South African coat of arms and flag at the top. Below the header, there is a large banner for 'YOUTH DAY 2017' featuring a portrait of Nelson Mandela. The main content area includes sections for 'Latest information', 'NEWS', 'SPEECHES & STATEMENTS', and 'IN FOCUS'. A callout box on the left says, 'Check to see how current the articles on the website are. Have they been updated regularly?'. Another callout box on the right says, 'A country's official website is usually a good source for information.' and 'Notice what type of information is present on the website. Is the site biased or unbalanced?'.

1. Who do you think produced this website? How can you tell?
2. What kinds of information can you find on this site? Is the information verifiable or consistent with other credible sources?
3. Do you think this would be a good site for research? Why or why not?

### Practice the Skill

Locate a website about one of the countries in East or Southern Africa. Analyze the site and determine whether you think it would be a good site for research. Write a one-paragraph report explaining your decision. Be sure to include the site's URL and the date on which you visited it in your report.

# Social Studies Skills

## Evaluate a Website

Explain to students that although the Internet makes research fast and easy, not all websites provide equally credible information. Ask students to describe different kinds of websites they've used for different kinds of information. Discuss how they can determine which ones are authoritative and which ones are not.

### Learn the Skill

1. Who do you think produced this website? How can you tell? *Possible answers: the government of South Africa; The title, web address, and topics suggest this is a government website*
2. What kinds of information can you find on this site? Is the information verifiable or consistent with other credible sources? *This site provides information about Youth Day 2017 as well as other information related to the South African government. The information can be verified with other sources, such as the news media.*
3. Do you think this would be a good site for research? Why or why not? *Yes; a country's official website is usually a good source of information.*

### Practice the Skill

Locate a website about one of the countries in East or Southern Africa. Analyze the site, and determine whether you think it would be a good site for research. Write a one-paragraph report explaining your decision. Be sure to include the site's URL and the date on which you visited it in your report. *Students' paragraphs will vary but should show a clear understanding of the criteria used to determine whether or not a website is a good site for research.*

## Module 25 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

Match the words with their definitions.

- |             |               |
|-------------|---------------|
| 1. drought  | 5. Boers      |
| 2. Zanzibar | 6. apartheid  |
| 3. safari   | 7. sanctions  |
| 4. genocide | 8. escarpment |

- a. the steep face at the edge of a plateau or other raised area **escarpment**
- b. economic or political penalties imposed by one country on another to force a change in policy **sanctions**
- c. an East African island that was an international slave-trading center in the 1700s **Zanzibar**
- d. Afrikaner frontier farmers in South Africa **Boers**
- e. period when little rain falls and crops are damaged **drought**
- f. the intentional destruction of a people **genocide**
- g. South Africa's policy of separation of races **apartheid**
- h. an overland journey that is taken to view African wildlife **safari**

#### Comprehension and Critical Thinking

##### LESSON 1

9. a. **Identify** What are the two driest regions of Southern Africa? *Kalahari, Namib*  
b. **Contrast** How is the geography of East Africa different from Southern Africa? *East Africa has rift valleys, lakes, mountains, and highlands. Southern Africa is mostly on flat plateaus and has vast areas of dry, sandy savanna and desert.*  
c. **Predict** What can individuals, groups, and nations do to reduce the effects of drought and water scarcity? *Possible answer: Individuals and groups might work together to conserve water resources and store water in case of future droughts.*

##### LESSON 2

10. a. **Identify** In which East African country did an emperor build 11 rock churches? *Ethiopia*  
b. **Summarize** How did the language of Swahili develop? *through contact between East Africans and Arab traders, whose languages blended to form Swahili*  
c. **Draw Conclusions** How might a decline in Tanzania's tourist industry affect local communities, wildlife resources, and the national economy? *Possible answer: Local communities and the national economy might suffer from a loss of jobs and income; wildlife resource could be at risk if parkland is developed for other purposes, like farming.*

#### Review Vocabulary, Terms, and Places

Match the words with their definitions.

- |             |               |
|-------------|---------------|
| 1. drought  | 5. Boers      |
| 2. Zanzibar | 6. apartheid  |
| 3. safari   | 7. sanctions  |
| 4. genocide | 8. escarpment |
- a. the steep face at the edge of a plateau or other raised area **escarpment**
- b. economic or political penalties imposed by one country on another to force a change in policy **sanctions**
- c. an East African island that was a slave-trading center in the 1700s **Zanzibar**
- d. Afrikaner frontier farmers in South Africa **Boers**
- e. period when little rain falls and crops are damaged **drought**
- f. the intentional destruction of a people **genocide**
- g. South Africa's policy of separation of races **apartheid**
- h. an overland journey that is taken to view African wildlife **safari**

#### Comprehension and Critical Thinking

##### Lesson 1

9. a. **Identify** What are the two driest regions of Southern Africa? *Kalahari, Namib*  
b. **Contrast** How is the geography of East Africa different from Southern Africa? *East Africa has rift valleys, lakes, mountains, and highlands. Southern Africa is mostly on flat plateaus and has vast areas of dry, sandy savanna and desert.*  
c. **Predict** What can individuals, groups, and nations do to reduce the effects of drought and water scarcity? *Possible answer: Individuals and groups might work together to conserve water resources and store water in case of future droughts.*
10. a. **Identify** In which East African country did an emperor build 11 rock churches? *Ethiopia*  
b. **Summarize** How did the language of Swahili develop? *through contact between East Africans and Arab traders, whose languages blended to form Swahili*  
c. **Draw Conclusions** How might a decline in Tanzania's tourist industry affect local communities, wildlife resources, and the national economy? *Possible answer: Local communities and the national economy might suffer from a loss of jobs and income; wildlife resource could be at risk if parkland is developed for other purposes, like farming.*

##### Lesson 3

11. a. **Define** Who are the Afrikaners? What country do they live in?  
b. **Explain** What was life like for black South Africans under the policy of apartheid?  
c. **Identify Problems** What is the most serious challenge facing Southern Africa? Explain your choice.

#### Reading Skills 21<sup>st</sup> CENTURY

**Form Generalizations** Use the information in this module to answer the following question.

12. Reread the information about Southern Africa Today in the lesson Southern Africa. Using information from the text, form one generalization about a trend in the country's economy and one about a trend related to its population.

#### ONLINE DOCUMENT-BASED INVESTIGATION

##### East and Southern Africa

Have students complete and review all the DBI activities in **Part 1**.

Use this Analytical Essay rubric to score students' work in **Part 2**.

##### RUBRIC

- Students' essays should
- present an analysis of the topic that is detailed and relevant
  - develop the analysis logically, clearly, and accurately
  - cite evidence from at least two sources in Part 1 to support their analysis
  - be organized into a distinct introduction, a main body consisting of several paragraphs, and a conclusion that sums up the main points

**Write an Analytical Essay** Why is it so difficult to improve conditions for people living in East and Southern Africa? Write an analytical essay in which you answer this question. Be sure to discuss various historical, cultural, and geographic factors that threaten the region's people and places. Be sure to cite specific evidence from at least two sources in your response.

## Module 25 Assessment, continued

### Social Studies Skills

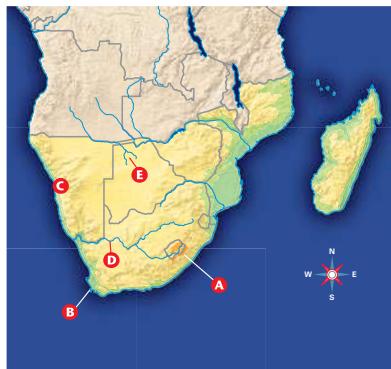
Use the Social Studies Skills taught in this module to complete the following.

13. **Evaluate a Website** Research online to locate two websites about an issue affecting East or Southern Africa. One should be a site that you determine is a good source for research. The other site should represent an unreliable source. Before you research, brainstorm a list of search terms that will help you locate reliable websites. Select your sites, and create a poster that compares them. Be sure to include a title. Use call-out captions to point to and explain the features that helped you determine whether or not each site was a valid source for research.

### Map Skills

14. **Southern Africa** Match the letters on the map with their correct labels.

Cape of Good Hope      Namib Desert  
Okavango Basin      Drakensberg  
Orange River



East and Southern Africa 833

15. **East Africa** Use your textbook and research online to locate a variety of maps of East Africa, including physical, climate, vegetation, population, land use, and natural resources maps. Use the maps to pose and answer at least two questions about how physical features and the scarcity of natural resources impact patterns of human settlement and economic activity.

### Focus on Speaking

16. **Present a TV News Report** Imagine that you are a reporter covering economic development in East or Southern Africa. Pick a nation to investigate. Gather data related to employment, unemployment, literacy, inflation, total production, income, and economic growth. Note any trends in the data that reveal how the economy affects different groups, such as urban and rural dwellers or men and women. Also note factors that influence economic development, such as natural resources, population growth, literacy rates, conflict, or public health issues.

Write a news report summarizing your findings. Think about how images could enhance your story. Include at least one photograph, chart, map, or diagram to help you explain your topic. Present your report to the class, as if you were on the TV news.

### LESSON 3

11. a. **Define** Who are the Afrikaners? What country do they live in? *Dutch, French, and German settlers and their descendants who live in South Africa*  
b. **Explain** What was life like for black South Africans under the policy of apartheid? *Possible answer: Non-whites were treated unfairly, had poor education, and were forced to live in townships; non-whites were not allowed to vote or have any rights in white-designated areas.*  
c. **Identify Problems** What is the most serious challenge facing Southern Africa? Explain your choice. *Possible answer: Poverty should be considered Southern Africa's most serious challenge because it affects so much of the population and likely contributes to the other two major issues facing the region—disease and environmental problems.*

### Reading Skills

**Form Generalizations** Use the information in this module to answer the following questions.

12. Reread the information about *Southern Africa Today* in the lesson *Southern Africa*. Using information from the text, form one generalization about a trend in the country's economy and one about a trend related to its population. *Possible answers: South Africa has a strong economy. South Africa's population is growing.*

### Social Studies Skills

Use the Social Studies Skills taught in this module to complete the following.

13. **Evaluate a Website** Research online to locate two websites about an issue affecting East or Southern Africa. One should be a site that you determine is a good source for research. The other site should represent an unreliable source. Before you research, brainstorm a list of search terms that will help you locate reliable websites. Select your sites, and create a poster that compares them. Be sure to include a title. Use call-out captions to point to and explain the features that helped you determine whether or not each site was a valid source for research. *Student posters will vary but should clearly identify the features that distinguish one website as a valid resource for research.*

## Essential Question ESSAY

How has human migration affected the culture and geography of East and Southern Africa?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about how human migration has shaped patterns of culture and geography in East and Southern Africa. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

## Print Assessment (*continued*)

### Map Skills

14. **Southern Africa** Match the letters on the map with their correct labels.

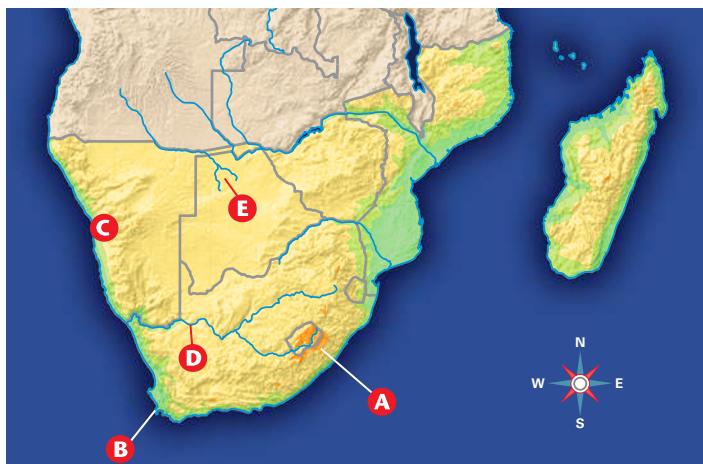
Cape of Good Hope *B*

Okavango Basin *E*

Orange River *D*

Namib Desert *C*

Drakensberg *A*



15. **East Africa** Use your textbook and research online to locate a variety of maps of East Africa, including physical, climate, vegetation, population, land use, and natural resources maps. Use the maps to pose and answer at least two questions about how physical features and the scarcity of natural resources impacts patterns of human settlement and economic activity.

*Students' questions and answers will vary but should clearly demonstrate an understanding of how physical features and scarcity of natural resources impact settlement patterns and economic activity.*

### Focus on Speaking

16. **Present a TV News Report** Imagine that you are a reporter covering economic development in East or Southern Africa. Pick a nation to investigate. Gather data related to employment, unemployment, literacy, inflation, total production, income, and economic growth. Note any trends in the data that reveal how the economy affects different groups, such as urban and rural dwellers or men and women. Also note factors that influence economic development, such as natural resources, population growth, literacy rates, conflict, or public health issues.

Write a news report summarizing your findings. Think about how images could enhance your story. Include at least one photograph, chart, map, or diagram to help you explain your topic. Present your report to the class, as if you were on the TV news.

**RUBRIC** Students' essays should:

- state a clear purpose
- include images directly related to their topic
- have a well-written script, identifying use of visuals
- present their reports to the class just as if it were on the TV news
- use geographic and social studies
- use standard grammar, spelling, sentence structure, and punctuation
- listen carefully to other reports and evaluate them fairly

## ► Online Assessment

1. Drag the name of the physical feat

It separates Zimbabwe and Mozambique.	the Inyanga Mountains
It is part of the escarpment in South Africa.	the Drakensberg Range
It passes through the rocky Augrabies Falls.	the Orange River
It forms a swampy inland delta in Botswana.	the Okavango River
It flows from Lake Victoria to the Mediterranean Sea.	the Nile River

2. Choose the correct button in the table to show if the statement correctly describes the highlands, the savannas, or the tropical forests of East and Southern Africa.

Lush vegetation covers these areas.	Tropical Forests
Shrubs and short trees grow in these areas.	Savannas
The mild climate in these areas makes farming possible.	Highlands
These areas are home to animal species found nowhere else.	Tropical Forests
North of the equator, these areas have cool climates and dense forests.	Highlands

3. Which of the following has resulted in the death of crops in East and Southern Africa several times in recent years?

- low levels of population growth
- periods with much civil unrest
- high levels of water pollution
- periods with little rainfall

4. Use the map to answer the question.



Which European country gained control over much of East Africa?

- Italy
- France
- Germany
- Great Britain

5. How is the culture of Somalia different from the culture of Ethiopia?

- Most Somalis are Muslim.
- Most Somalis are Christian.
- Most Somalis speak French.
- Most Somalis speak Amharic.

6. Drag the name of the East African country into the box next to its description.

It is mainly populated by members of the Tutsi and Hutu ethnic groups.	Burundi
Its rich volcanic soil supports the cultivation of a variety of export crops.	Kenya
After several decades of military dictatorship, it has become more democratic.	Uganda
Its government has abused the human rights of ethnic and religious minorities.	Sudan
Although it is rich in gold and diamonds, it is a poor country of mainly subsistence farmers.	Tanzania

7. Drag the events into chronological order from top to bottom.

- Some employees of the Dutch East India Company started farms in the Cape Colony.
- A new language called Afrikaans emerged in the Cape Colony.
- The Boers and the Zulu fought over land.
- South Africa gained its independence from Great Britain.
- The policy of apartheid was established in South Africa.

8. How is the culture of Zimbabwe different than that of other Southern African countries?

- Crafts of Zimbabwe include woven baskets with complex designs.
- Artists in Zimbabwe are famous for their woven tapestries of daily life.
- About half of the people in Zimbabwe practice a combination of traditional beliefs and Christianity.
- About half of the people in Zimbabwe speak a language that blends English and Portuguese words.

9. How are South Africa and Zimbabwe similar?

- Both countries have experienced civil wars in recent years.
- Both countries rely on income from exporting gold and diamonds.
- Both countries rely on foreign aid to support economic development.
- Both countries have a lack of economic equality between their black and white citizens.