

Essential Question Preview

Why has it been hard to establish democracy in North Africa?

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

Explore the Essential Question

- Explain how the geography of North Africa has impacted its history. Point out that rivers and other bodies of water help people survive the dry regions of North Africa.
- Describe how, in recent years, countries in North Africa have faced political change.

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:

What are some ways that physical features, such as the Sahara, the Mediterranean Sea, and the Nile River, have influenced the development of this region?

How have past invasions affected these countries, their cultures, and their governments?

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

Explore the Online Video

ANALYZE VIDEOS

Sahara

Invite students to watch the video to learn about the Sahara and how this region has changed over time.

Geography How is the Sahara today different from how it was thousands of years ago? *Thousands of years ago, the Sahara once flowed with water and supported plants and animals.*



▶ PLAY VIDEO 5:25
Sahara

Module 22

North Africa

Essential Question

Why has it been hard to establish democracy in North Africa?

Explore ONLINE!

HISTORY

VIDEOS, including ...

- The Sahara
- The Sphinx of Egypt
- The Suez Canal

Document-Based Investigations

Graphic Organizers

Interactive Games

Image with Hotspots: A Sahara Oasis

Interactive Map: Impact of the Arab Spring

Interactive Map: Egypt: Population

Interactive Table: North Africa: Regional Data

In this module, you will learn about the history and culture of North Africa. You will also learn about the special challenges these countries face due to their climate and geography.

What You Will Learn

Lesson 1: Physical Geography 723
The Big Idea North Africa is a dry region with limited water resources.

Lesson 2: Egypt 727
The Big Idea Egyptian civilization has long depended on the Nile River.

Lesson 3: Libya, Tunisia, Algeria, and Morocco 733
The Big Idea Countries in North Africa face great change due to popular protests and political instability.

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Lesson 1 Big Idea

North Africa is a dry region with limited water resources.

Main Ideas

- Major physical features of North Africa include the Nile River, the Sahara, and the Atlas Mountains.
- The climate of North Africa is hot and dry, and water is the region's most important resource.

Lesson 2 Big Idea

Egypt is rich in history and Islamic culture.

Main Ideas

- Egyptian civilization goes back thousands of years.
- Many of Egypt's people are farmers and live along the Nile River.
- Islam influences Egyptian culture, and most people speak Arabic.



Geography Most of North Africa is covered by the world's largest desert—the Sahara.

Culture Most North Africans are Muslims and speak Arabic.



History Artifacts, like this one from King Tutankhamen's tomb, have revealed clues about the daily lives of ancient Egyptians.

North Africa 721

Explore the Map and Images

North Africa: Political

This map highlights the five countries of North Africa—Morocco, Algeria, Tunisia, Libya, and Egypt. Point out the three important bodies of water: the Mediterranean Sea, the Red Sea, and the Nile River. Discuss that the Mediterranean Sea connects North Africa to Europe, the Red Sea connects the Mediterranean to the Indian Ocean, and the Nile makes farming possible.

Geography Tell students they will learn how limited water resources influence North Africa in important ways.

Culture While this woman is wearing traditional dress, life in North Africa is affected by globalization.

History Ask students what they recall about the history of North Africa.

Analyze Visuals

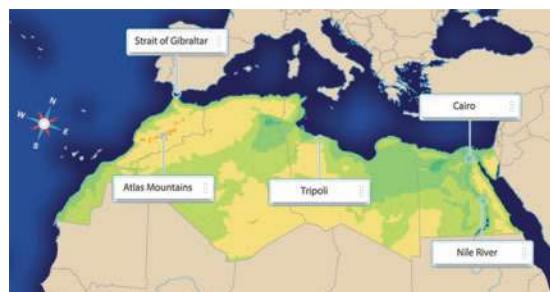
Based on these photos, how far back do you think the history of art and craftsmanship goes in North Africa? *It goes back thousands of years, to the time of ancient Egypt.*

► 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.



Lesson 3 Big Idea

Countries in North Africa face great change due to popular protests and political instability.

Main Ideas

- In 2011 a pro-democracy movement called the Arab Spring brought change to North Africa.
- The North African countries share a common history and culture, with most people following Islam.
- People in the Maghreb countries of North Africa are mostly pastoral nomads or farmers, and oil is an important resource in the region.

Reading Social Studies

Reading Social Studies

READING FOCUS

Summarize

Explain that a summary contains only the main ideas and the most important details, restated in one's own words. To practice the skill, have students bring in a news article on a topic they find interesting. Ask students to write a brief summary of their article. Then have students share their summaries in small groups and write interesting opening and closing sentences for each one. Encourage students to critique each other's summaries. Ask students to discuss what issues they saw in the summaries and how they might correct those mistakes.

You Try It!

Paragraph 1 summary: Egypt is a republic that is heavily influenced by Islamic law.

Paragraph 2 summary: Egyptians don't agree about the role Islam should play in the government.

Combined summary: Egypt is a republic heavily influenced by Islamic law, but people don't agree about the role Islam should play.

Summarize

READING FOCUS

Summarizing is one way to help you handle large amounts of information. A summary is a short restatement of the most important ideas in a text. The example below shows three steps you can use to write a summary. First, underline important details. Then, write a short summary of each paragraph. Finally, combine your summaries into a summary of the whole passage.

With 18.8 million people, Cairo is the largest city in North Africa. The city is crowded, poor, and polluted. Cairo continues to grow as people move into the city from Egypt's rural areas in search of work. For centuries, Cairo's location at the southern end of the Nile delta helped the city grow. The city also lies along old trading routes.

Today, the landscape of Cairo is a mixture of modern buildings, historic mosques, and small, mud-brick houses. However, there is not enough housing in Cairo for its growing population. Many people live in makeshift housing in the slums or boats along the Nile. Communities have even developed in cemeteries, where people convert tombs into bedrooms and kitchens.

From Lesson 3, Libya, Tunisia, Algeria, and Morocco

Summary of Paragraph 1

The crowded city of Cairo is North Africa's largest city and continues to grow.

Summary of Paragraph 2

Without enough housing, people in Cairo live in slums, boats, and cemeteries.

Combined Summary

Cairo is North Africa's largest city, and it is so crowded that people live in makeshift houses, boats, and cemeteries.

YOU TRY IT!

Read the following paragraphs. First, write a summary for each paragraph, and then write a combined summary of the whole passage.

Even though Egypt is a republic, its government is heavily influenced by Islamic law. Egypt's government has a constitution, and Egyptians elect their government officials. Power is shared between Egypt's president and the prime minister.

Many Egyptians debate over the role of Islam in the country. Some Egyptian Muslims believe Egypt's government, laws, and society should be based on Islamic law. However, some Egyptians worry that such a change in government would mean fewer personal freedoms.

As you read this module, look for ways to summarize the paragraphs and passages you are studying.



Physical Geography



► Online Lesson 1 Enrichment Activities

Desertification

Article Students read to learn how fertile areas can turn into desert and ways in which this process might be halted. Students then use what they have learned to write an essay explaining how rates of desertification can be studied and how a plan might be developed to stop desertification in a specific region.

Liquid Fossils

Article Students will learn why some water is known as fossil water and how people are using this resource.

Physical Geography

The Big Idea

North Africa is a dry region with limited water resources.

Main Ideas

- Major physical features of North Africa include the Nile River, the Sahara, and the Atlas Mountains.
- The climate of North Africa is hot and dry, and water is the region's most important resource.

Key Terms and Places

Sahara
Nile River
silt
Suez Canal
oasis
Atlas Mountains

If YOU lived there ...

As your airplane flies over Egypt, you look down and see a narrow ribbon of green—the Nile River valley—with deserts on either side. As you fly along North Africa's Mediterranean coast, you see many towns scattered across rugged mountains and green valleys.

What are the challenges of living in a mainly desert region?

Physical Features

The region of North Africa includes Morocco, Algeria, Tunisia, Libya, and Egypt. Locate these countries on the map. From east to west, the region stretches from the Atlantic Ocean to the Red Sea. Off the northern coast is the Mediterranean Sea. In the south lies the **Sahara** (suh-HAR-uh), a vast desert. Both the desert sands and bodies of water have helped shape the cultures of North Africa.

The Nile The **Nile River** is the world's longest river. It is formed by the union of two rivers, the Blue Nile and the White Nile. Flowing northward through the eastern Sahara for about 4,000 miles (6,437 km), the Nile finally empties into the Mediterranean Sea.

For centuries, rain far to the south caused floods along the northern Nile, leaving rich **silt** in surrounding fields. Silt is finely ground fertile soil that is good for growing crops.

The Nile River valley is a fertile area in the midst of the desert. Farmers use water from the Nile to irrigate their fields. The Nile fans out near the Mediterranean Sea, forming a large delta. A delta is a landform at the mouth of a river that is created by the deposit of sediment. The sediment in the Nile delta makes the area extremely fertile.

The Aswan High Dam controls flooding along the Nile. However, the dam also traps silt, preventing it from being carried downriver. Today, some of Egypt's farmers must use fertilizers to enrich the soil.

North Africa 723

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What are the challenges of living in a mainly desert region?

Review the geographic scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider the challenges of LIMITED WATER RESOURCES:

- having enough water for drinking and bathing
- having enough water for farming and livestock
- keeping water supplies protected and preventing flooding when it rains

Consider the challenges of a DESERT CLIMATE:

- adjusting to extreme temperature changes, as temperatures at night and in winter can fall quickly
- keeping cool in extreme heat
- protecting yourself against strong winds and sandstorms

2. Direct Teach Introduce the Big Idea: *North Africa is a dry region with limited water resources*. Have students think of how their daily lives might change if they lived in this hot, dry region. What sports might they not be able to play? Do they think there would be a public swimming pool? Would fresh fruits and vegetables be available?

3. Practice/Assess/Inquire Have students work individually to make a list of the reasons why North Africa is a dry region with limited water resources. Have them use details from the lesson to support their ideas.

4. Explore (Collaborative Exploration) Allow students time to discuss their lists in mixed-ability groups.

5. Whole Group Close/Reflect Have students discuss their lists with family members, describing important details.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 14: Group Activity

ONLINE DOCUMENT-BASED INVESTIGATION

North Africa

A Sahara Oasis is the first of three document-based investigations that students will explore in the North Africa module. Students use the interactive feature to explore the image and reveal information about traveling the Sahara.

Teach the Main Idea

Major physical features of North Africa include the Nile River, the Sahara, and the Atlas Mountains.

Recall Which countries make up North Africa?
Morocco, Algeria, Tunisia, Libya, and Egypt

Draw Conclusions Why is the Nile River valley important? *Most Egyptians live on or near the Nile. Farmers use the water to irrigate their crops.*

Analyze What effect does the Sahara have on life in North Africa? *It covers a large area of North Africa; few people live in its harsh environment.*

Evaluate Why do you think the Suez Canal is considered an important waterway? *It completes a water route between Asian and European markets.*

More About ...

Connect to Science: Sahara Oases The springs that supply water to an oasis are fed by rainfall or melting snow from higher elevations. After seeping into the ground, the water travels through underground rocks until it reaches a low place in the desert where it resurfaces, forming a spring. A few (under 100) large oases in the Sahara include settlements of farmers who grow crops such as dates, barley, and wheat. Many small oases have only enough resources to sustain a single family or two. Paved roads connect some of the larger oases, but the camel remains the main form of transportation in the Sahara.

For additional instruction, go to end of lesson.

► ONLINE GRAPHIC ORGANIZER

North 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:

Analyze Information Why is water such an important resource in North Africa? *because much of North Africa is in or near the Sahara Desert, which means water is scarce in most of the region, and water is necessary for growing food*

Academic Vocabulary
impact effect; result

The Sinai and the Suez Canal East of the Nile is the triangular Sinai Peninsula. Barren, rocky mountains and desert cover the Sinai. The **Suez Canal**, a narrow waterway, connects the Mediterranean Sea with the Red Sea. The French built the canal in the 1860s to make trade and transportation easier. Today, large cargo ships carry oil and other goods through the canal.

The Sahara The Sahara, the largest desert in the world, covers most of North Africa. The name *Sahara* comes from the Arabic word for “desert.” It has an enormous **impact** on the landscapes of North Africa.

One impact of the very dry Sahara is that few people live there. Small settlements are located near a water source such as an **oasis**. An oasis is a wet, fertile area in a desert where a natural spring or well provides water.

Historically, those traveling through or across the challenging Sahara desert used camels, animals that are well adapted to the dry, sandy conditions. Nowadays, in addition to camels, rugged four-wheel-drive vehicles are used.

In addition to broad, windswept gravel plains, sand dunes cover much of the Sahara. Dry streambeds are also common.

► Explore ONLINE!

► 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: **Sahara**, **Nile River**, **silt**, **Suez Canal**, **oasis**, **Atlas Mountains**.

► ONLINE INTERACTIVE MAPS

North Africa: Physical

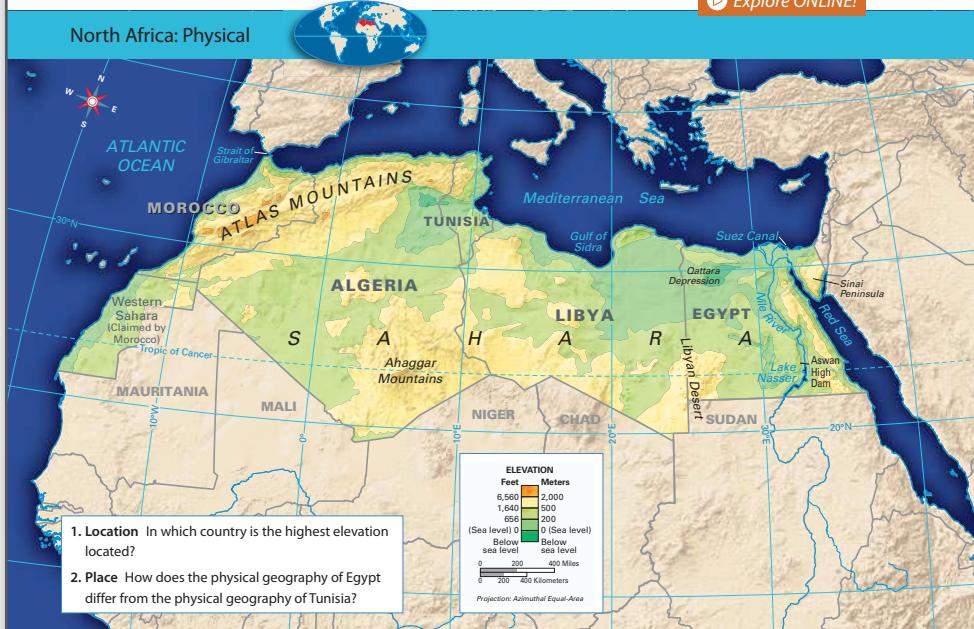
Have students explore the map using the interactive features and answer the associated questions.

Location In which country is the highest elevation located? *Morocco*

In print edition, see map of same title.

1. Location In which country is the highest elevation located? *Morocco*

2. Place How does the physical geography of Egypt differ from the physical geography of Tunisia? *While both countries are a mix of lowland and hills, Egypt has a major river—the Nile—while Tunisia has no rivers.*



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STRUGGLING READERS

Make a Postcard

1. Have students take turns locating the physical features of North Africa, such as bodies of water, mountains, and the Sahara, on the map.
2. Then have students work in pairs to design a postcard. Ask each pair to draw a physical feature from North Africa on one side of a note card. On the other side, have students write a note to a friend identifying the feature and describing why it is important to the region.

*Alternative Assessment Handbook, Rubric 22: Multimedia Presentations
Rubric 40: Writing to Describe

COLLABORATIVE LEARNING

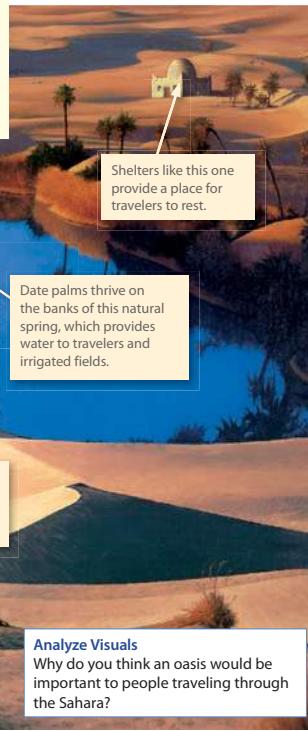
History of the Suez Canal

1. Organize the class into groups of three to prepare multimedia presentations on the history of the Suez Canal.
2. In their presentations, students should include a slide that shows two routes that a cargo ship might take. In one route, the ship should use the Suez Canal, and in the second route, it should not. The slide should emphasize the time and money saved by using the canal.

*Alternative Assessment Handbook, Rubric 22: Multimedia Presentations

A Sahara Oasis

The largest desert in the world, the Sahara, spans almost 4 million square miles across North Africa. From ancient times to today, traders crossing the Sahara have relied on the desert's oases. These oases provide water and shade.



Shelters like this one provide a place for travelers to rest.

Date palms thrive on the banks of this natural spring, which provides water to travelers and irrigated fields.

By carrying supplies, camels help the nomadic Tuareg people travel from oasis to oasis.

Analyze Visuals
Why do you think an oasis would be important to people traveling through the Sahara?

Reading Check
Summarize
What are the major physical features of North Africa?

Mountains Do you think of deserts as flat regions? You may be surprised to learn that the Sahara is far from flat. Some sand dunes and ridges rise as high as 1,000 feet (305 m). The Sahara also has spectacular mountain ranges. For example, a mountain range in southern Algeria rises to a height of 9,800 feet (3,000 m). Another range, the **Atlas Mountains** on the northwestern side of the Sahara near the Mediterranean coast, rises even higher, to 13,600 feet (4,145 m).

Climate and Resources

North Africa is very dry. However, rare storms can cause flooding. In some areas, these floods as well as high winds have carved bare rock surfaces out of the land.

North Africa has three main climates. A desert climate covers most of the region. Temperatures range from mild to very hot. How hot can it get? Temperatures as high as 136°F (58°C) have been recorded in Libya.

North Africa 725

DRAW CONCLUSIONS

Analyze an Illustration of a Sahara Oasis

- After reviewing the information about climate and resources, focus attention on the feature about an oasis to emphasize its importance in the dry Sahara environment.
- Direct attention to the dunes in the distance, the vegetation near the water, the camels, the travelers' clothes, and the shelter.

- Ask questions such as:
What purpose do the robes and the turbans serve? *protection from sandstorms and sun* What benefits do the date palms provide? *shade and food* Why are camels included in the picture? *They are the primary form of transportation in the desert.* Why are shelters shown? *They provide a place for travelers to rest.*

*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

Teach the Main Idea

The climate of North Africa is hot and dry, and water is the region's most important resource.

Recall Describe the desert climate of much of North Africa. *It is mostly hot and dry. At night, it can get cold. There is little rain, but flooding can occur.*

Identify What region of North Africa has a Mediterranean climate? *much of the northern coast west of Egypt*

Draw Conclusions How is it possible for temperatures to drop surprisingly low at night in the desert? *The humidity is very low.*

ONLINE DOCUMENT-BASED INVESTIGATION

A Sahara Oasis

This illustration shows how important oases are for travelers in the desert. Have students explore the image using the interactive hotspots.

Analyze Sources Why do you think an oasis would be important to people traveling through the Sahara? *An oasis provides water, food, shade, and a place to rest.*

In print edition, see feature of same title.

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

A Sahara Oasis

The largest desert in the world, the Sahara, spans almost 4 million square miles across North Africa. From ancient times to today, traders crossing the Sahara have relied on the desert's oases. These oases provide water and shade.

This is a screenshot of an interactive digital document. At the top right, there are zoom controls (-, +, and a search icon) and a 'Hotspots' toggle switch. The main area displays the 'A Sahara Oasis' illustration from the previous page. Overlaid on the image are several blue circular 'hotspots'. One hotspot is located on a camel in the center-left, another on a date palm tree, and a third on a small building or shelter in the upper right. The bottom of the screen has a dark footer bar.

READING CHECK

Summarize What are the major physical features of North Africa? *the Sahara, Nile River, Mediterranean Sea, Sinai Peninsula, Red Sea, Ahaggar Mountains, Atlas Mountains*

► ONLINE INTERACTIVE MAPS

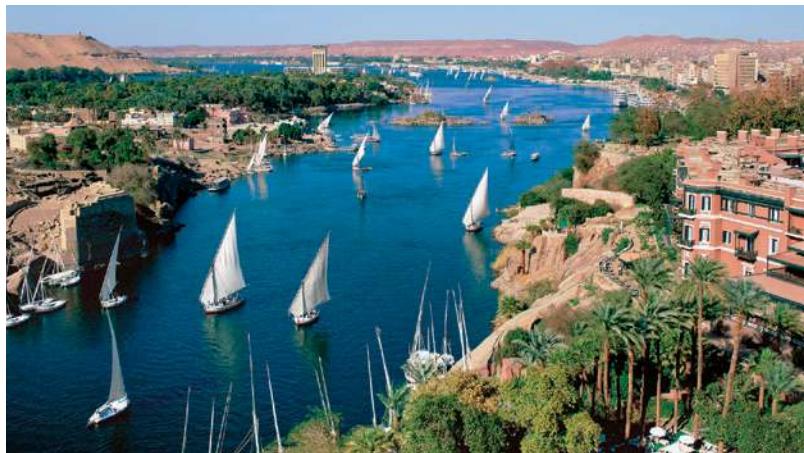
Climates of Africa

Have students examine the map and answer the associated question.

Place Which country's climate is entirely desert?
Egypt

READING CHECK

Generalize What are North Africa's major resources? *iron ore, oil, gas, coal, and minerals*



Flowing for 4,132 miles, the Nile is the longest river in the world. In addition to providing water for farming and recreation, the river allows easy transportation of goods and resources.

Reading Check

Generalize
What are North Africa's major resources?

However, the humidity is very low. As a result, temperatures can drop quickly after sunset. In winter, temperatures can fall below freezing at night.

The second climate type in the region is a Mediterranean climate. Much of the northern coast west of Egypt has this type of climate. Winters there are mild and moist. Summers are hot and dry. Areas between the coast and the Sahara have a steppe climate.

Oil and gas are important resources, particularly for Libya, Algeria, and Egypt. Morocco mines iron ore and minerals used to make fertilizers. The Sahara has natural resources such as coal, oil, and natural gas.

Summary and Preview In this lesson you learned about the physical geography of North Africa. Next you will learn about the history and cultures of the countries of North Africa, starting with Egypt.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What is an oasis? *a wet, fertile area in the desert with a natural spring or well that supplies water*
- b. **Analyze** How did the French modify the Sinai Peninsula? Why? *The French built the Suez Canal to make trade and transportation easier between the Mediterranean Sea and the Red Sea.*
- c. **Elaborate** Would it be possible to farm in Egypt if the Nile River did not exist? Explain your answer. *It would be unlikely or impossible except for small areas by oases or near the Mediterranean, with its mild and moist winters. The rest of Egypt is desert.*

2. a. **Recall** What is the climate of most of North Africa? *desert—hot, dry, with little rain*
- b. **Draw Conclusions** What resources of North Africa are the most valuable? *water, oil, and gas*

Critical Thinking

3. **Categorize** Draw a diagram like the one shown here. (Students should draw a web diagram with one central oval and four connected ovals around it. The central oval is labeled *Physical Features*. Four connected ovals are labeled *Nile*, *Sahara*, *Sinai and Suez Canal*, and *Mountains*.) Use your notes to list two facts about each physical feature of North Africa. *Possible answers: Nile—world's longest river, provides fertile farmland; Sahara—largest desert in the world, few people live there; Sinai—peninsula with barren, rocky mountains and desert; Suez Canal—French-built waterway connecting Red Sea and Mediterranean Sea; Mountains—Atlas in northwestern side of Sahara, Ahaggar southeastern Algeria*

Critical Thinking

3. **Categorize** Draw a diagram like the one shown here. Use your notes to list two facts about each physical feature of North Africa.



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ENGLISH LANGUAGE LEARNERS

Adapting to the Physical Environment

1. To help students understand how the people in North Africa must adapt to their physical environment, have students draw a line down the middle of a piece of paper. On the left, have them list all the things they *need* to have a satisfied life and on the right, list all the things they *want*.
2. Organize the class into small discussion groups. Ask students the following questions to guide their discussions:
Which items on the lists are found in the physical environment of North Africa?
Which items on the lists must be made by

people? Are there any items on the lists that are simply unavailable? How could people living in North Africa gain access to items that seem to be unavailable? How have North Africans adapted to the physical environment in which they live?

3. Have one student in each group take notes of their discussion. Have each group briefly share with the rest of the class a summary of what they discussed.

*Alternative Assessment Handbook, Rubric 11: Discussions

► Online Assessment

1. How has the construction of the Aswan High Dam affected Egypt?
 - It helps deposit fertile silt throughout the Nile River valley.
 - Some farmers must now use fertilizers to enrich the soil of the Nile River valley.
 - More people can now settle along the coasts of the Mediterranean and Red Seas.
 - It has made trade and transportation between the Mediterranean and Red Seas easier.

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

While the Aswan High Dam controls flooding of the Nile River, it also prevents fertile silt from being deposited downstream to enrich Egyptian farmland.

2. Where is one likely to find extreme heat during the day and freezing temperatures during the night?

- in the Sahara
- on the steppe
- on top of mountains
- along the Mediterranean Sea coast

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

Desert cover(s) most of North Africa, where temperatures can reach above 130°F during the day and below freezing at night.

3. **Identify Patterns** How does the Sahara affect settlement of North Africa?

Because most of North Africa is a desert, there are few people living there. Most of the people who do live in the Sahara settle around oases, areas where natural springs provide water.

4. **Draw Conclusions** How do the natural resources of the Sahara affect the economies of North African nations?

The Sahara has many natural resources, such as oil, natural gas, and iron ore. Algeria, Egypt, and Libya have profitable oil industries, and Morocco mines iron ore. These natural resources are exported, improving the economies of these North African nations.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 723

More About . . . *Continued*

The Suez Canal Control of the Suez Canal was considered vital during both World War I and World War II. The canal was used to efficiently transport troops and also prevented the movement of enemy ships. Shortly after the start of World War I, British and Indian ships were sent to protect the canal. Turkey, an ally of Germany, attempted to take over the canal in 1915 but was stopped by British forces. During World War II, Italian and German forces repeatedly attempted to take control of the canal from the Allies, but they were decisively beaten back by Lieutenant General Montgomery's forces in 1942.

Tuareg Culture The Tuareg people of North Africa, shown in the illustration titled *A Sahara Oasis*, are Muslims who are related to the Berbers. They move from place to place in the desert, primarily in Algeria, living in tents. They have been called "the Blue Men of the Desert" because their indigo-dyed robes stain their skins. They wear turbans wrapped around their heads and faces to shield them from sandstorms and the sun. The Tuareg raise camels, sheep, cattle, and goats. They rely on seasonal rainfall to nourish the pastures. A severe drought in the late 1960s and early 1970s was responsible for the deaths of thousands of Tuareg people and their animals.

continued from page 725

More About . . .

The Arabian Camel Camels can be divided into two categories: Arabian and Bactrian. The single-hump Arabian camel, or dromedary, is seen in India and Africa and has adapted to its environment in amazing ways. Its hump can store up to 80 pounds of fat, which the camel can break down to obtain water and energy when needed. As a result, the camel is able to walk up to 100 miles with no water. Its eyes are protected from blowing sand by a third eyelid, which is clear. When a sandstorm hits, it can even close its nostrils to avoid getting sand up its nose.

SPECIAL NEEDS STUDENTS

Model of an Oasis

1. Have students study the illustration of the Sahara Oasis and pay particular attention to the labels.
2. Ask each student to use the information in the text to build a model of an oasis in the Sahara.
3. Have each student write or record a brief description of his or her model to share with the class.

*Alternative Assessment Handbook, Rubric 3: Artwork

Lesson 2 Planner



Egypt

- An Egyptian Pyramid
- Alexandria

- The Sphinx of Egypt
- The Suez Canal

Videos

LESSON 2

Visuals

Maps, Graphs, and Charts

- Map: Egypt: Population

Big Idea

Egypt is rich in history and Islamic culture.

Sources

- Document-Based Investigation: The Nile River

Extend and Enrich

- Game: Welcome, Time Traveler!
- Anwar al-Sadat (1918–1981)
- King Tut Meets Modern Technology

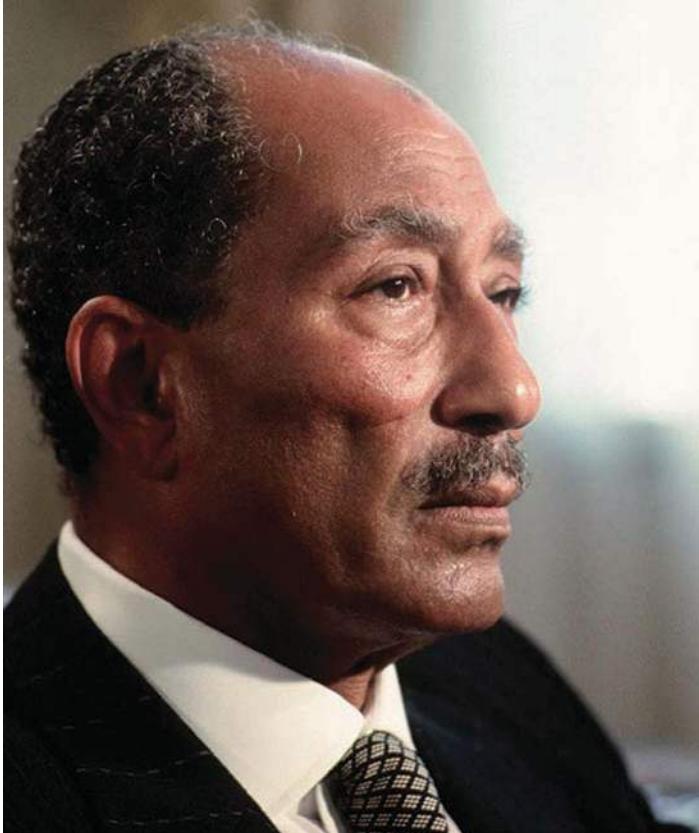
Assessment

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

► Online Lesson 2 Enrichment Activities

Anwar al-Sadat (1918–1981)

Article Students read about Anwar al-Sadat, who as president of Egypt signed a historic peace agreement with Israel. Then students write about their own experiences with peacemaking.



King Tut Meets Modern Technology

Article Students read what CT scans of King Tutankhamen's mummy reveal about his life and health and then research to form an opinion about what his life may have been like.





Egypt

The Big Idea

Egypt is rich in history and Islamic culture.

Main Ideas

- Egyptian civilization goes back thousands of years.
- Many of Egypt's people are farmers and live along the Nile River.
- Islam influences Egyptian culture and most people speak Arabic.

Key Terms and Places

Alexandria
Cairo
Arab Spring

If YOU lived there ...

You live in a village in ancient Egypt in about 800 BC. Your family grows wheat and date palms along the banks of the Nile River, which brings water for your crops. You and your friends like to explore the marshy areas along the banks of the river, where many kinds of birds live in the tall reeds.

How is the Nile River important in your life?

Egypt's Nile River valley was home to some of the world's oldest civilizations. These ancient Egyptians built large monuments, participated in trade, and developed a writing system.

History

Sometime after 3200 BC people along the northern Nile united into one Egyptian kingdom. The ancient Egyptians built large stone monuments and developed a system of writing. Later, Greeks and Arabs, who wanted to expand their empires, invaded North Africa, including Egypt.

The Ancient Egyptians What is the first thing that comes to mind when we think of the ancient Egyptians? Most of us think of the great stone pyramids. The Egyptians built these huge monuments as tombs, or burial places, for pharaohs, or kings.

How did the Egyptians build these huge monuments? Scholars believe thousands of workers cut large blocks of stone far away and rolled them on logs to the Nile. From there, the blocks were moved onto barges. At the building site, the Egyptians finished carving the blocks. They built dirt and brick ramps alongside the pyramids. Then they hauled the blocks up the ramps.

One of the largest pyramids, the Great Pyramid, contains 2.3 million blocks of stone. Each stone averages 2.5 tons (2.27 metric tons) in weight. Building the Great Pyramid probably required from 10,000 to 30,000 workers. They finished the job in about 20 years, and the pyramid still stands thousands of years later.

North Africa 727

Teach the Big Idea**1. Whole Class Open/Introduction**

If **YOU** lived there ...

How is the Nile River important in your life?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider its importance to YOUR FAMILY:

- needed to irrigate crops
- needed for cooking, cleaning, and drinking
- used for trade and travel

Consider its importance to YOU:

- fun to explore its marshy areas
- enjoy observing the birds and animals that live there
- like to fish its waters

2. Direct Teach Introduce the Big Idea: *Egypt is rich in history and Islamic culture*. Ask students to discuss what they already know about Egypt's history and culture. Encourage them to describe movies and television shows they have seen or books they have read. Also, encourage them to discuss what they have learned from news shows, Internet sites, documentaries, and so forth. As the students suggest different "facts," write them on the board for all to see.

3. Practice/Assess/Inquire Explain to students that many things people think they know about Egypt are fiction, not fact. Have students choose one of the "facts" on the board to research, to find out if it is indeed fact or fiction. Have students report back what they have discovered in their research.

4. Explore (Collaborative Exploration) Allow time for pairs of students to create two-column charts in which to record the facts shared with the class and to debunk the fiction.

5. Whole Group Close/Reflect Have each student select one fact from their charts and write how it influenced Egyptian culture.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 16: Judging Information


ONLINE DOCUMENT-BASED INVESTIGATION
North Africa

The Nile River is the second of three document-based investigations that students will analyze in the North Africa module. Students will see how the Nile River makes the land around it fertile.

Teach the Main Idea

Egyptian civilization goes back thousands of years.

Recall What information did many Egyptian hieroglyphics record? *the words and achievements of the pharaohs*

Identify What foreign powers have ruled Egypt? *Greeks, Romans, French, and British*

Understand Cause and Effect What were some effects of the Arabs ruling Egypt? *They brought the Arabic language and Islam to the region and made Egyptian cities major centers of learning, trade, and craft making.*

More About ...

Fit for a King Egypt's pyramids were built during a period from about 2700 BC to 1700 BC. Thirty-five major pyramids survive today, including the Great Pyramid and ten others at Giza. Kings were buried in secret chambers inside or beneath these pyramids. The pyramid was intended to protect the soul of a king in the afterlife. The king's body was first preserved by a drying process, then wrapped in linen bandages and placed in a coffin. The room containing the coffin was filled with valuable possessions. Looting was a common problem. Thieves ransacked most of the pyramids, stealing the treasures. In later periods, kings abandoned the practice of building pyramids, choosing instead to be buried in secret tombs in cliffs.

► ONLINE INTERACTIVE VISUALS

Image with Hotspots: An Egyptian Pyramid

Have students explore this image using the interactive hotspots. The diagram lets the students examine the different components of a pyramid, including the king's burial chamber.

Analyze Visuals According to this diagram, where in the pyramid would you expect to find the body of the king? *In the king's burial chamber.*

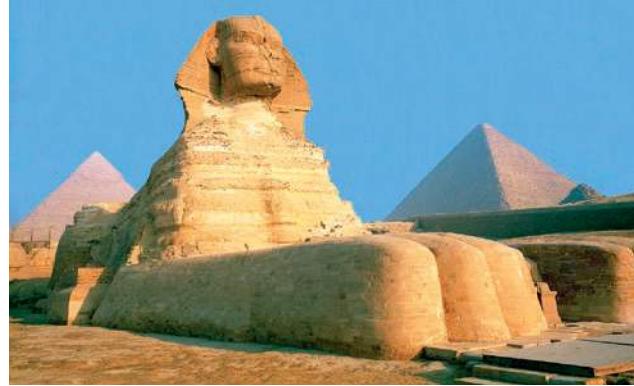
► ONLINE ANALYZE VIDEOS

The Sphinx of Egypt



Have students watch the video individually or as a class to learn about the Great Sphinx at Giza. You may wish to use the associated question as a discussion prompt.

Analyze Videos How did ancient Egyptians use sphinxes? *Ancient Egyptians used sphinxes as guardians, for example of pyramids or temple complexes.*



Egyptian Writing The ancient Egyptians developed a sophisticated writing system, or hieroglyphics (hy-ruh-GLIH-fiks). This writing system used pictures and symbols that stood for ideas or words. Each symbol represented one or more sounds in the Egyptian language. The Egyptians carved hieroglyphics on their temples and stone monuments. Many of these writings recorded the words and achievements of the pharaohs.

Greek and Arab Civilizations Because of Egypt's Mediterranean coastline, the country was open to invaders over the centuries. Those invaders included people from the eastern Mediterranean, Greeks, and Romans. For example, one invader was the Macedonian king Alexander the Great. Alexander founded the city of **Alexandria** in Egypt in 332 BC. Alexandria became an important seaport and trading center. The city was also a great center of learning.

Beginning in the AD 600s, Arab armies from Southwest Asia swept across Egypt. They brought the Arabic language and Islam to the region. Under Muslim rule, Egyptian cities such as **Cairo** became major centers of learning, trade, and craft making.

European Influence In 1798 Napoleon captured Alexandria and Cairo as part of a larger strategy in a war against Britain. Later that year, the Egyptians revolted against French rule. Eventually, in the 1880s, the British controlled Egypt.

Egypt did not regain its independence until decades later. The country gained limited independence in 1922. The British kept military bases there and maintained control of the Suez Canal until 1956. During World War II, Britain's military bases in Egypt supported the war effort. Egypt also suffered invasions from Italy and Germany during the war.

Arab Ties Since independence, Egypt has tried to build stronger ties with other Arab countries, both within and outside of North Africa. Before signing a peace treaty in 1979, Egypt led other Arab countries in several wars against Israel.

Reading Check
Evaluate What was one significant event in Egypt's history?

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► ONLINE INTERACTIVE VISUALS

Alexandria

Have students explore the image using the interactive hotspots and answer the associated question.

Analyze Visuals How did Alexandria's lighthouse become so well known? *Its location near busy seaports meant that lots of travelers and traders saw the lighthouse and talked about it when they went back home.*

Reading Check
Evaluate What was one significant event in Egypt's history?

READING CHECK

Evaluate What was one significant event in Egypt's history? *Possible answers: Ancient Egyptians built pyramids and created a sophisticated writing system called hieroglyphics.*

► ONLINE GRAPHIC ORGANIZER

Egypt

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:

Compare What are some features that ancient Egypt and modern Egypt have in common? *Possible answers: both went through periods of autocratic rule; both developed arts to a high level; both depended on trade to support their economy; religion was important to both societies*

► 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: **Alexandria, Cairo, Arab Spring.**

Egypt Today

With more than 85 million people, Egypt is North Africa's most populous country. Most of Egypt's population lives near the Nile River. Most Egyptians are poor farmers living with political instability and limited resources.

Government and Society In 2011 massive popular protests broke out across Egypt as part of what became known as the **Arab Spring**. This wave of pro-democracy uprisings shook North Africa and Southwest Asia. Poverty, unemployment, rising prices, and political corruption stirred the unrest. Egypt's military forced President Hosni Mubarak from power, ending 30 years of autocratic rule. An autocratic ruler has absolute power. People living under such a regime often do not have the freedom to vote or express what they really think of the government.

After a heated presidential campaign, Egyptians elected Mohamed Morsi in May 2012. Morsi had the support of the Muslim Brotherhood, a multinational activist political organization that believes Egypt's government, laws, and society should be based on Islamic law.

Still, Egyptians were divided and unhappy. They debated the role of Islam in government and society. Many feared losing personal freedoms. Others were concerned by Egypt's weak economy and failing social services.



Hundreds of thousands of protesters gathered in Cairo's Tahrir Square, the center point of pro-democracy protests in Egypt.

In June 2013 massive protests called for Morsi's resignation. Again, Egypt's armed forces intervened. The military removed Morsi from power, banned the Muslim Brotherhood, and suspended Egypt's constitution. Former general Abdel Fattah el-Sisi was elected president in May 2014. Today, Egypt's government and society continue to face many challenges.

Many Egyptians live in poverty, without clean water for cooking or washing. The spread of disease in cities is also a problem. In addition, about 25 percent of Egyptians cannot read or write. Still, Egypt has made progress. Today, Egyptians live longer and are much healthier than they were 50 years ago.

Resources and Economy In addition to political instability, Egypt is challenged by its limited resources. The country's only farmland is in the Nile River valley and delta. To keep the land productive, farmers must use more and more fertilizer. In addition, salt water drifting up the Nile from the Mediterranean has been harmful to crops. These problems and a rapidly growing population force Egypt to import much of its food.

About 29 percent of Egyptians are farmers, but less than 4 percent of the land is used for farming. Most farming is located along the Nile delta, which is extremely fertile. A warm, sunny climate and water for irrigation

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COLLABORATIVE LEARNING

Debate Egypt's Challenges

Resolved: Egypt should focus more on improving Egyptian life and less on being a leader in Arab countries.

Resolved: Egypt should focus less on tourism to support the economy and develop more technology and industry.

1. Assemble four debate teams. Give two teams the first topic and the other two the second. Assign affirmative and negative positions.

2. Tell teams to prepare arguments based on information in this section and on what they know about current events in the Muslim world.

- 3.** Hold two separate debates. Use a simple format (five-minute opening, five-minute rebuttal, and three-minute conclusion).
- 4.** Tell teams to open with a defense of their position and to use the rebuttal to expose flaws in the opposition. Stress that both positions can be defended. The debaters' job is to prove that their position is stronger.

*Alternative Assessment Handbook, Rubrics 10: Debates; and 14: Group Activity

Teach the Main Idea

Many of Egypt's people are farmers and live along the Nile River.

Make Predictions What do you think will happen to agriculture along the Nile if current farming practices continue? *Possible answer: The farmland will become less and less productive, making it more difficult to make a living by farming.*

Understand Cause and Effect What were some of the causes of the Arab Spring? *poverty, unemployment, rising prices, and political corruption*

Summarize How is the Suez Canal important to Egypt's economy? *The government makes more than \$5 billion a year from the tolls paid by ships passing through the canal.*

Make Judgments In your opinion, which problems facing Egypt today are the most challenging? *Why? Possible answer: poverty and disease, because they directly affect the quality of people's lives*

More About . . .

Cairo's Dilemma Cairo's population has grown from about 382,000 in the 1880s to more than 10 million in the city and surrounding areas today. Several factors help explain its growth. One is the high birth rate. Another is the continuing migration of rural people to the city. Still another is the influx of refugees who were displaced as a result of the Arab-Israeli conflict in the late 1960s. The overcrowding of Cairo has had profound effects. Some of the city's most pressing problems—poverty, illiteracy, disease, and pollution—are directly or indirectly linked to its burgeoning population.

Aswan High Dam Since 1970, the Aswan High Dam has generated electricity and helped regulate the flow of the Nile. Controlling the flow prevents nearby land from flooding at certain times during the year and from drying up at other times. In addition to the obvious benefits the dam provides, it has created problems. Loss of silt, erosion, and poor drainage are some. It may also be responsible for aiding the spread of a disease (schistosomiasis) that causes intestinal and urinary infections. The disease is carried by tiny worms in snails that live in the Nile and its canals. Before the dam was built, the snails would die during those periods of the year when the canals dried up. Because the canals no longer dry up, the snails survive and spread the disease.

► ONLINE INTERACTIVE MAPS

Egypt: Population

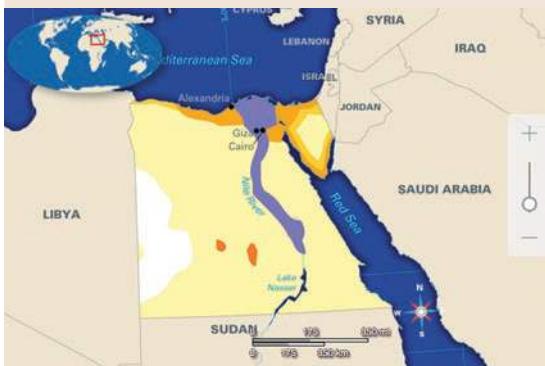
Have students explore the map using the interactive features and answer the associated questions.

Place Which areas have the largest concentrations of people? *the shores and delta of the Nile River*

In print edition, see map of same title.

1. Region Which cities have more than 2 million people? *Cairo, Alexandria, Giza*

2. Human-Environment Interactions Why do some Egyptians live in rural areas instead of cities? *because many of them are farmers*



► ONLINE ANALYZE VIDEOS

The Suez Canal

Have students watch the video individually or as a class to learn about the Suez Canal.

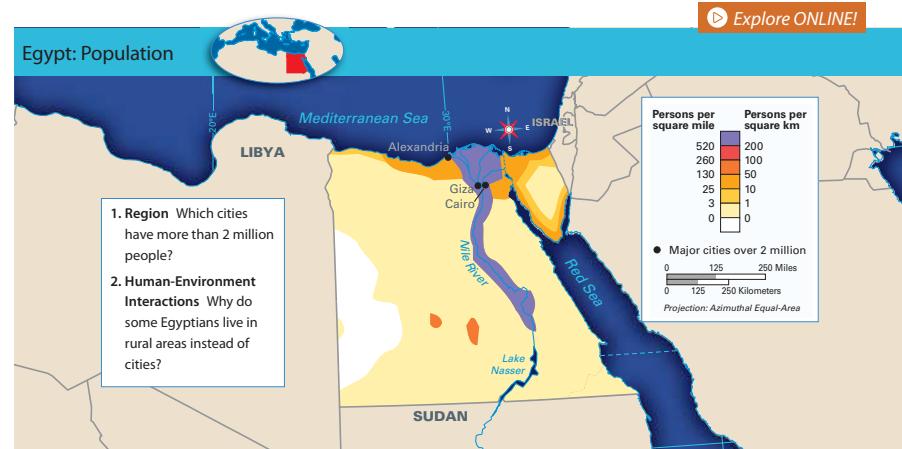
You may wish to use the associated question as a discussion prompt.



Analyze Videos What made the building of the Suez Canal so difficult for workers? *They had no tools to use, they were unpaid, they worked 18-hour days for many years, and they were uprooted from the region where they lived and forced to fend for themselves.*



► PLAY VIDEO 8:30
The Suez Canal



make the delta ideal for growing cotton. Farmlands along the Nile River are used for growing vegetables, grain, and fruit.

The Suez Canal is an important part of Egypt's economy. The canal makes more than \$5 billion a year by requiring tolls from ships that pass through the canal. Thousands of ships use the canal each year to avoid making long trips around Southern Africa. This heavy traffic makes the canal one of the world's busiest waterways. In 2015 and 2016 Egypt completed expansion projects on the canal that nearly doubled its capacity.

Due to its limited resources, Egypt is forced to specialize and trade with other countries. It uses the money from this trade to invest in industry and buy what it needs. Egypt's economy depends mostly on agriculture, petroleum exports, and tourism. Unfortunately, in 2011 civil unrest caused a decline in tourism. To provide for its people, Egypt is working to rebuild tourism and expand other industries. Recently, the government has invested in the country's communications and natural gas industries.

Many Egyptians depend on money sent home by family members working in Europe or oil-rich countries in Southwest Asia. Often, Egyptians work abroad because there are not enough jobs in Egypt.

Cities and Rural Life Most North Africans live in cities along the Mediterranean coast or in villages in the foothills of the Atlas Mountains. However, 99 percent of Egyptians live in the Nile valley and delta. Egypt's capital, Cairo, is located in the Nile delta.

With 18.8 million people, Cairo is the largest city in Africa. The city is crowded, poor, and polluted. Cairo continues to grow as people move into the city from Egypt's rural areas in search of work. For centuries, Cairo's location at the southern end of the Nile delta helped the city grow. The city also lies along old trading routes.

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SPECIAL NEEDS STUDENTS

Population Statistics

1. Use the population map to help students draw conclusions about Egypt's population. Help students decode the map key and connect it to corresponding areas on the map. Ask students to identify how major cities are indicated.
2. Ask: Where is most of the population concentrated? *along the Nile River* What other areas appear to have more than 25 people per square mile? *areas along the Mediterranean and Red Seas; two pockets in south central Egypt* How much of Egypt appears to have little or no population? *three-quarters or more*
3. Give students this puzzle to solve: If 56 percent of Egypt's population is rural and

99 percent of the total population lives along the Nile, what conclusion can you draw? *about 50 percent or more of the people along the Nile live in rural areas*

4. Remind students that Egypt's population is about 85 million people. Have students use the information in the text to determine the following: How many Egyptians are farmers? *24,650,000* How many Egyptians live in the Nile valley and delta? *84,150,000* What percentage of Egypt's population lives in Cairo? *about 22 percent* What percentage of Egypt's population lives in Alexandria? *about 6 percent*

*Alternative Assessment Handbook, Rubrics 12: Drawing Conclusions; and 21: Map Reading

Today, the landscape of Cairo is a mixture of modern buildings, historic mosques, and small, mud-brick houses. However, there is not enough housing in Cairo for its growing population. Many people live in make-shift housing in the slums or boats along the Nile. Communities have even developed in cemeteries, where people convert tombs into bedrooms and kitchens.

Alexandria is Egypt's second-largest city. As you learned earlier in this lesson, the city was founded by Alexander the Great. Known in ancient times for its spectacular library, it is now home to a large university and many industries. Its location on the Mediterranean Sea has made it a major seaport. The home of some 5 million people, Alexandria is as poor and crowded as Cairo.

More than half of all Egyptians live in small villages and other rural areas. Most rural Egyptians are farmers called fellahin (fel-uh-HEEN). These farmers own very small plots of land along the Nile River. Some fellahin also work large farms owned by powerful families.

Cultures

Egypt shares many aspects of its history and culture with other countries of North Africa. These include its language, religion, foods, holidays, customs, and arts and literature.

People and Language Egyptians, Berbers, and Bedouins make up nearly all of Egypt's population. Bedouins are nomadic herders who travel throughout the deserts of Egypt. The majority of Egyptians, and North Africans, speak Arabic. Some also speak French, Italian, and English.

Religion About 90 percent of Egyptians are Muslims who practice the religion of Islam. Islam plays a major role in Egyptian life. For example, Egyptian Muslims stop to pray five times a day. In addition, Fridays are special days, when Muslims meet in mosques for prayer. About 10 percent of Egyptians are Christians or practice other religions.

The Nile River

From space, the Nile looks like a river of green. The areas that appear green in this satellite image are actually thousands of irrigated fields that line the banks of the river. The river deposits silt along its banks, which makes the land extremely fertile. Farmers also depend on the Nile's waters to irrigate their crops. Without water, they could not farm in the desert.

Notice how the river appears smaller at the bottom of this image. The Aswan High Dam controls the river's flow here, which prevents flooding and provides electricity.

Analyze Visuals

How is the Nile important to Egypt's people?



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ENGLISH LANGUAGE LEARNERS

Presentations on Egyptian Culture

- To help students demonstrate their understanding of Egyptian culture, have them create presentations to share with the class.
- Organize the class into five small groups, and assign each group one aspect of Egyptian culture (e.g., *People and Language, Religion, Foods, Holidays, The Arts and Literature*).

- Have students prepare short presentations using media or realia. For example, students may tell about different kinds of food and provide pictures of them, or they may do a demonstration of how to prepare a food, showing each step of the process.
- Allow students to be creative with their presentations, and assist them as needed to choose applicable vocabulary and language to communicate their messages.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 14: Group Activity; and 22: Multimedia Presentations

Teach the Main Idea

Islam influences Egyptian culture, and most people speak Arabic.

Recall What three cultural groups make up the vast majority of Egypt's population? *Egyptians, Berbers, and Bedouins*

Describe What is couscous, and how is it prepared? *a small pasta-like pellet made from wheat that is usually steamed and often served with vegetables or meat, butter, and olive oil*

Draw Inferences Why is Muhammad's birthday an important holiday for Egyptians? *He was the prophet of Islam, and most Egyptians are Muslims.*

ONLINE DOCUMENT-BASED INVESTIGATION

The Nile River

Have students read about how the Nile River looks from space and answer the associated question.

Analyze Sources How is the Nile important to Egypt's people? *Its waters irrigate the nearby land used for growing crops.*

In print edition, see image of same title.

DOCUMENT-BASED INVESTIGATION GEOGRAPHICAL SOURCE

The Nile River

From space, the Nile looks like a river of green. The areas that appear green in this satellite image are actually thousands of irrigated fields that line the banks of the river. The river deposits silt along its banks, which makes the land extremely fertile. Farmers also depend on the Nile's waters to irrigate their crops. Without water, they could not farm in the desert.

Notice how the river appears smaller at the bottom of this image. The Aswan High Dam controls the river's flow here, which prevents flooding and provides electricity.



READING CHECK

Find Main Ideas What are some of the challenges Cairo faces today? *Possible answers: overcrowding, conflicts regarding Egypt's place in the world, poverty, illiteracy, disease, pollution, lack of housing*

READING CHECK

Analyze What are some important facts about the people and culture of Egypt? *Most of the people speak Arabic and are Muslims. Couscous and fuul are popular dishes. Muhammad's birthday and Ramadan are important religious events. Art includes fine architecture, woodcarving, weaving, tile work, and moviemaking.*



Many meals in Egypt are vegetarian, such as this stew. Various spices add to the flavor.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Define** What are hieroglyphics? *a system of writing that uses pictures and symbols to stand for ideas and words*
- b. **Make Inferences** What made the city of Alexandria important? *It was a seaport, trading center, and a center of learning.*
- c. **Evaluate** Why do you think European countries wanted to take over countries in North Africa? *to take advantage of their resources and to establish trade routes to the east*
2. a. **Identify and Explain** Which geographic factor is responsible for Egypt's population pattern? *Explain. the Nile valley and delta; location of old trading routes and the only farmland in Egypt*
- b. **Draw Conclusions** Why is housing scarce in Cairo? *The city is overcrowded and growing.*
- c. **Analyze** How have conflicts associated with the Arab Spring shaped current conditions in Egypt? *It led to a dictator being forced from power and a presidential election.*
3. a. **Recall** What language do most Egyptians speak? *Arabic*
- b. **Summarize** What is one religious holiday or observance followed in Egypt? Why is it significant? *The birthday of Muhammad is a religious holiday observed in Egypt. He was believed to be a prophet of Islam.*

Critical Thinking

4. **Describe** Use your notes to describe the cultural traits that are common in Egypt. (Students should fill in the second column of a two-column table. The rows in the first column are labeled with the following categories: *Language, Religion, Food, The Arts, Literature.*)

Possible answers: *Language: Arabic; Religion: Islam, Muhammad's birthday is honored; Food: grains, vegetables, couscous, fuul; The Arts: woodcarving, moviemaking, weaving; Literature: poetry; Egypt has a literary tradition and Naguib Mahfouz won the Nobel Prize.*

Foods Grains, vegetables, fruit, and nuts are common foods in Egypt. Meals here sometimes include a dish called couscous (KOOS-koos). It is made from wheat and looks like small pellets of pasta.

Couscous is usually steamed over boiling water or soup. Often it is served with vegetables or meat, butter, and olive oil.

Egyptians also enjoy a dish called *fuul*. It is made with fava beans mashed with olive oil, salt, pepper, garlic, and lemons. It is often served with hard-boiled eggs and bread. Many Egyptians eat these foods on holidays and at family gatherings.

Holidays Egypt observes two Revolution Day holidays. The one on January 25 celebrates the 2011 revolution, while the one on July 23 celebrates the 1962 revolution, when Egypt gained its independence from Britain.

Egypt also celebrates the birthday of Muhammad, the prophet of Islam. This holiday is marked with lights, parades, and special sweets of honey, nuts, and sugar. During the holy month of Ramadan, Muslims abstain from food and drink during the day.

The Arts and Literature North Africa has a rich and varied tradition in the arts and literature, which Egypt shares. While traditional arts include woodcarving and weaving, Egypt also boasts a growing movie industry. Egyptian films in Arabic have become popular throughout Southwest Asia and North Africa.

Egypt has also produced important writers and artists. For example, Egyptian poetry and other writings date back thousands of years. One of Egypt's most famous writers is Naguib Mahfouz. In 1988 he became the first Arabic writer to win the Nobel Prize in Literature.

Summary and Preview In this lesson you learned about the history and culture of Egypt and North Africa. Next you will learn about the North African region today.

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Define** What are hieroglyphics?
- b. **Make Inferences** What made the city of Alexandria important?
- c. **Evaluate** Why do you think European countries wanted to take over countries in North Africa?
2. a. **Identify and Explain** Which geographic factor is responsible for Egypt's population pattern? Explain.
- b. **Draw Conclusions** Why is housing scarce in Cairo?
- c. **Analyze** How have conflicts associated with the Arab Spring shaped current conditions in Egypt?
3. a. **Recall** What language do most Egyptians speak?

- b. **Summarize** What is one religious holiday or observance followed in Egypt? Why is it significant?

Critical Thinking

4. **Describe** Use your notes to describe the cultural traits that are common in Egypt.

Language	
Religion	
Food	
The Arts	
Literature	

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ADVANCED/GIFTED

Naguib Mahfouz Biography

1. Have students use the library or the Internet to learn more about Naguib Mahfouz. Students should research Mahfouz's life and the major themes of his work.
2. Have students write a brief biography of Mahfouz and present their findings to the class.

*Alternative Assessment Handbook, Rubrics 30: Research; and 42: Writing to Inform

GAME

Welcome, Time Traveler!

Have students play the game to test their knowledge of Egyptian history and culture by answering the questions.

► Online Assessment

1. Which of the following remains a mystery for scholars who study ancient Egypt?
 - Which empires conquered ancient Egypt?
 - Did the ancient Egyptians have a written language?
 - Did the ancient Egyptians trade with their neighbors?
 - How did the ancient Egyptians build the large pyramids?

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

Although there are many theories, scholars of ancient Egypt do not know exactly how the Great Pyramid was constructed.

2. How did Arab Spring protests change Egypt's government?
 - They led to the military takeover of the country.
 - They ended 30 years of strict rule by President Hosni Mubarak.
 - They created a democratic constitution that guaranteed civil rights for all citizens.
 - They forced people to follow the strict religious laws supported by the Muslim Brotherhood.

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

High unemployment and poverty sparked the Arab Spring, a revolutionary movement that ended the rule of Egyptian president Hosni Mubarak.

3. Which statement is an accurate description of Egypt's population?
 - Most Egyptians are Christians.
 - Egyptian Muslims pray once a day.
 - The majority of Egypt's citizens speak Arabic.
 - The majority of Egypt's citizens are Bedouins.

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

The majority of Egypt's population speaks Arabic and follows Islam.

4. **Analyze Information** Why did Great Britain want to control Egypt?

Great Britain took over Egypt during the 1880s and gave Egypt limited independence in 1922. However, the British wanted to maintain military bases there and retain control of the Suez Canal. During World War II, the British defended Egypt from Italian and German armies.

5. **Analyze Issues** How could the Egyptian government help slow the migration of Egyptian workers from its country every year?

Many Egyptians move away from their country in search of jobs in Europe or other Muslim nations. The Egyptian government could slow the migration of Egyptians to other countries by investing in industries that produce jobs, such as petroleum, technology, and banking. Also, the tourism industry has been negatively affected by civil unrest, so the Egyptian government has an economic interest in a stable country.

6. **Summarize** Which holidays do Egyptians celebrate? Explain at least two holidays and their meaning.

Egyptians celebrate two Revolution Days: on January 25 they celebrate the 2011 revolution, and on July 23 they celebrate the 1962 revolution, the country's independence from the United Kingdom. Egyptians also celebrate Muhammad's birthday with lights, parades, and special sweets of honey, nuts, and sugar.

ADDITIONAL INSTRUCTIONAL MATERIALS

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More About . . .

King Tut Tutankhamen became ruler of Egypt around 1347 BC, at the age of nine. His reign lasted until his death in 1339 BC. Little is known about his reign, but scholars believe that actual power rested in others around him. During his reign, the worship of a single god was abandoned and Egypt's old religion was restored. Tutankhamen is famous today not for accomplishments made during his reign but for his tomb, which was discovered with most of its treasures intact. More than 5,000 items were found, including opulent furniture, clothing, jewelry, weapons, art, and toys. Most of these treasures are on display at the Egyptian Museum in Cairo.

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SOLVE PROBLEMS

Aswan High Dam Proposals

1. Organize the class into small groups. Have students conduct research to learn more about the benefits and drawbacks of the Aswan High Dam. Ask each group to create a chart listing these benefits and drawbacks.
2. Have each group use its findings to write a paragraph proposing ways to address the drawbacks of the dam. Students should consider whether their proposals might affect any of the current benefits caused by the dam.
3. Have each group choose one of its proposals to present to the class. Then have the class discuss which proposals would be the most feasible to implement.

*Alternative Assessment Handbook, Rubrics 7: Charts; 30: Research; and 35: Solving Problems

More About . . .

Connect to Today Traditionally, the Bedouins of Egypt and the Middle East roamed the deserts, visiting villages to trade meat and dairy products for manufactured goods. In recent years, however, more and more villagers have moved to large cities, leaving the Bedouins with fewer trading partners. Today, many Bedouins have given up their nomadic ways in favor of farming and other jobs that offer a dependable income. Recently, government programs have been established to help support Bedouin farming and to provide Bedouins with permanent housing.

Islam's Holy Month Muslims observe Ramadan to celebrate the month in which Muhammad received his first revelations from God. Each day during Ramadan, Muslims fast from sunrise to sunset. In the evening, they eat a modest meal. On some evenings, they offer special prayers and recite verses from the Qur'an. They celebrate the completion of Ramadan with a three-day festival called Eid al-Fitr, which means "Feast of Fast-Breaking." During the festival, families and friends gather together at special meals and children receive gifts.

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TIERED ACTIVITY

The Life of a Pharaoh

Below Level

- Discuss with students that the ancient Egyptians believed that the pharaohs were gods. Tell them that they are scribes living during that time. Instruct them to choose one of these pharaohs and conduct research to learn more about this individual.
- Have students create a chart listing the pharaoh's major accomplishments.

At Level—Going beyond the Below Level activity:

- Have students use their charts to create graphic novels about their chosen pharaoh. Encourage students to examine other graphic novels to get ideas about how to structure theirs.
- Instruct students to use appropriate illustrations in their graphic novels.

Above Level—Going beyond the Below Level and At Level activities:

- Have students work in small groups to perform skits in which they act out all or part of their graphic novels.
- Encourage students to use simple props and costumes as part of their skits.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 7: Charts; and 33: Skits and Reader's Theater



Libya, Tunisia, Algeria, and Morocco



► Online Lesson 3 Enrichment Activities

Assia Djebar (1936–2015)

Article Students read about Algerian writer and filmmaker Assia Djebar, then write an essay.

Yasmine El Baggari

Video Students explore the work of Yasmine El Baggari and then write an email as a student traveling to Morocco.

Libya, Tunisia, Algeria, and Morocco

The Big Idea

Countries in North Africa face great change due to popular protests and political instability.

Main Ideas

- In 2011 a pro-democracy movement called the Arab Spring brought change to North Africa.
- The North African countries share a common history and culture, with most people following Islam.
- People in the Maghreb countries of North Africa are mostly pastoral nomads or farmers, and oil is an important resource in the region.

Key Terms and Places

dictator
Maghreb
souks
free port

Reading Check
Find Main Ideas
What were the Arab Spring protesters seeking?

If YOU lived there ...

You live in Tunis, Tunisia. The city is known for its architecture, a mix of French and Arab styles. Ordinarily, you could stroll a maze of streets in the city's ancient, walled center, where blacksmiths and leather tanners still work. But today, the streets are filled with protesters demanding change.

What might cause you to join a protest?

The Arab Spring

As you read in the previous lesson, in 2011 a wave of pro-democracy uprisings called the Arab Spring shook North Africa and Southwest Asia. Tired of living under authoritarian regimes, people took to the streets. Some demanded the right to vote and an end to political corruption. Others wanted better living conditions, better jobs, and the freedom to write and say what they wanted.

In different countries, protesters used similar strategies. They held strikes and mostly nonviolent protests. They used the Internet, cell phones, and social media to unite people and promote their cause. Likewise, different governments acted similarly to stop the protests. For example, they used violence against their own people and blocked Internet and mobile network access.

Each country touched by the Arab Spring has had a different outcome. Some protests were successful. Dictators were forced out of power in Tunisia, Egypt, and Libya. A **dictator** is someone who rules a country with complete power. By contrast, Bahrain and Syria used brutal force to stop the protests. Regardless, the Arab Spring gave hope to millions of people in the region. Only time will tell the extent to which these hopes will be met.

Shared History and Culture

Like Egypt, North Africa's long Mediterranean coastline opened it to invasion over the centuries from people from the eastern Mediterranean, Greeks, and Romans. The region also

North Africa 733

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

What might cause you to join a protest?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

Consider reasons you **WOULD** join the protest:

- You want the right to vote.
- You want government corruption to end.
- You want a better way of life.

Consider reasons you would **NOT** join the protest:

- Your society could end up in a worse condition than before.
- You could be jailed or injured.

2. Direct Teach

Introduce the Big Idea: *Countries in North Africa face great change due to popular protests and political instability.* Discuss with students that many people in these countries, particularly young people, want their countries to be democracies. Ask students why they think so many of the Arab Spring protesters were young people. Do they think young people are more likely to be involved in such protests? Encourage them to give reasons for their responses.

3. Practice/Assess/Inquire

Divide the class into small groups. Have each group make a four-column chart with columns labeled *Country*, *Major Cities*, *Economy*, and *Challenges Faced Today*. Ask students to preview the section for information about these topics and record the information in their charts. The charts should cover the following countries: Libya, Tunisia, Algeria, and Morocco.

4. Explore (Collaborative Exploration)

Have each group report their ideas to the class. List major points on the board, and allow students time to add them to their charts.

5. Whole Group Close/Reflect

Ask students to search local newspapers or recent newsmagazines for an article about a current issue involving one of these countries and bring it to class.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 23: Newspapers

ONLINE DOCUMENT-BASED INVESTIGATION

North Africa

Arab Spring: Five Years Later is the third of three document-based investigations that students will analyze in North Africa. Students will view a video to discover the lasting results of the 2011 Arab Spring.

READING CHECK

Find Main Ideas What were the Arab Spring protesters seeking? Possible answers: *the right to vote, an end to political corruption, better jobs, freedom of speech*

Teach the Main Idea

In 2011 a pro-democracy movement called the Arab Spring brought change to North Africa.

Describe What was the Arab Spring? *a series of pro-democracy protests that took place in North Africa and Southwest Asia in 2011*

Explain What caused the protests? *Some people wanted the right to vote and were tired of authoritarian rule. Others wanted better living conditions, jobs, and free speech.*

Make Inferences Why do you think governments in the region blocked any mobile network access? Possible answer: *to prevent protesters from organizing and to control the news and information being reported*

For additional instruction, go to end of lesson.

Teach the Main Idea

The North African countries share a common history and culture, with most people following Islam.

Understand Cause and Effect Why was it easy for Europeans such as the Greeks and Romans to invade North Africa? *North Africa's long Mediterranean coastline made invasions relatively easy.*

Identify Name two important Arab influences on North African culture. *the Arabic language and Islam*

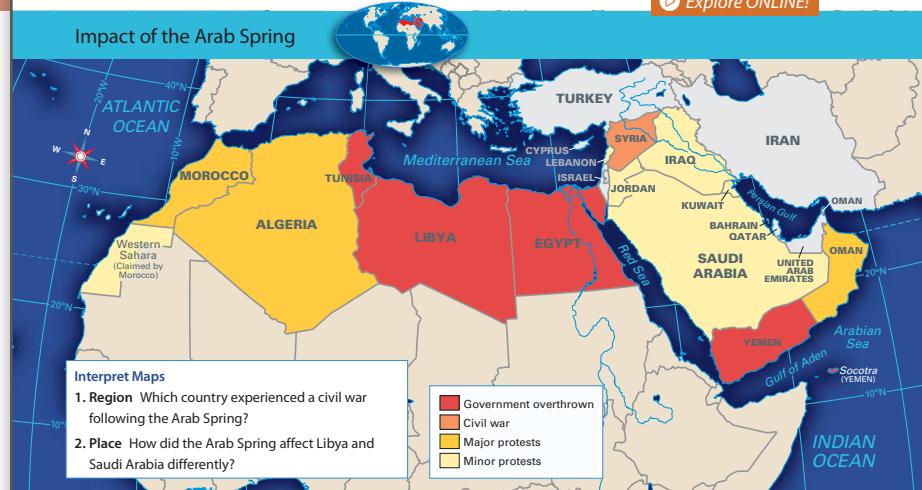
Make Inferences Why do you think most women in North Africa socialize only in their homes, while men gather in public places such as cafes? *Possible answer: These countries place greater restrictions on the behavior of women than they do on men.*

Summarize What does traditional North African clothing look like? *It is long and loosely fitted.*

Many women wear clothing that covers the entire body except for their hands and face, which is in accordance with Muslim tradition.

More About . . .

Berber Music Music is central to the lives of the Algerian group of Berbers known as the Kabyles. Some music is sad and talks about misfortunes, hardships, and lost love. Other joyful music is used to celebrate events such as weddings and religious holidays. The Kabyles play traditional instruments such as the shepherd's flute and tambourine. In recent times, they have added other instruments such as the violin and guitar.



saw Arab armies invade it from Southwest Asia, and as a result, Islam and the Arabic language took root here. The city of Fès in Morocco, along with other North African cities, became a center for craft making, trade, and learning.

In the 1800s European countries began to take over the region. By 1912 they had authority over all of North Africa. In that year, Italy captured Libya. Spain already controlled northern Morocco. France ruled the rest of Morocco as well as Tunisia and Algeria.

The countries of North Africa gradually gained independence. During World War II, the region was a major battleground. Libya, Morocco, and Tunisia each won independence in the 1950s.

Algeria was the last North African country to win independence. Many French citizens had moved to the country, and they considered Algeria part of France. Algeria finally won independence in 1962. In 1976 Morocco took over the former Spanish colony of Western Sahara.

People and Language Most people in North Africa are of mixed Arab and Berber ancestry. The Berbers are an ethnic group who are native to North Africa and speak Berber languages. As you have previously read, the majority of North Africans speak Arabic, but some also speak French, Italian, and English.

Religion, Holidays, and Customs As in Egypt, most North Africans are Muslims who practice the religion of Islam. This is reflected in their holidays, which include the birthday of Muhammad, the prophet of Islam, as well as the holy month of Ramadan.

ONLINE GRAPHIC ORGANIZER

Libya, Tunisia, Algeria, and Morocco

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:

Draw Conclusions Has North Africa's wealth of petroleum resources helped or harmed the region? *Possible answers: helped it because countries could trade oil for other things they didn't have that they needed; harmed it because other countries kept taking control of the region so they could control the resources*

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: **dictator, Maghreb, souks, free port.**

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ONLINE DOCUMENT-BASED INVESTIGATION

Arab Spring: Five Years Later

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

Analyze Videos What happened in Egypt after President Hosni Mubarak finally stepped down? *Initially, the military took control. Then, a president was elected with the support of the Muslim Brotherhood, who wanted more laws based on Islam. Soon after, protests broke out against the Muslim Brotherhood and the military regained control. Later, military general Abdel Fattah el-Sisi became president.*

ONLINE INTERACTIVE MAPS

Impact of the Arab Spring

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

Region Which country experienced a civil war following the Arab Spring? *Syria*

In print edition, see map of same title.

1. Region Which country experienced a civil war following the Arab Spring? *Syria*

2. Place How did the Arab Spring affect Libya and Saudi Arabia differently? *Libya's government was overthrown. Saudi Arabia had minor protests.*

For additional instruction, go to end of lesson.

Gathering at cafes is a custom practiced by many men in North Africa. The cafes are a place where they go to play chess or dominoes. Most women in North Africa socialize only in their homes.

A certain way of greeting each other on the street is another North African custom. People greet each other by shaking hands and then touching their hand to their heart. If they are family or friends, they will kiss each other on the cheek. The number of kisses varies from country to country.

Many North Africans wear traditional clothes, which are long and loosely fitted. Such styles are ideal for the region's hot climate. Many North African women dress according to Muslim tradition. Their clothing covers all of the body except the face and hands.

The Arts and Literature North Africa is famous for beautiful handwoven carpets. The women who weave these carpets use bright colors to create complex geometric patterns. Beautifully detailed hand-painted tile work is also a major art form in the region.

Many North Africans also enjoy popular music based on singing and poetry. The musical scale there has many more notes than are common in Western music. As a result of this difference, North African tunes seem to wail or waver. Musicians in Morocco often use instruments such as the three-stringed sintir.

Countries of North Africa

Western Libya, Tunisia, Algeria, and Morocco are often called the **Maghreb** (MUH-gruhb). This Arabic word means "west" or "the direction of the setting sun." Since most of the Maghreb is covered by the Sahara, cities and farmland are located in narrow bands along the coast.

Reading Check
Analyze
What are some important facts about the people and culture of North Africa?

Focus on Culture

The Berbers

Before the AD 600s, when Arabs settled in North Africa, a people called the Berbers lived in the region. The descendants of these ancient peoples live throughout North Africa today—mostly in Morocco and Algeria. Some Berbers are nomadic and live in goat-hair tents. Other Berbers farm crops that include wheat, barley, fruits, and olives. Some also raise cattle, sheep, or goats.

Berber culture is centered on a community made up of different tribes. Once a year, Berber tribes gather at large festivals. At these gatherings, Berbers trade goods, and many couples get married in elaborate ceremonies.

Draw Conclusions

How have Berbers kept their culture alive?



North Africa 735

COLLABORATIVE LEARNING

North African Cultures

- To review the cultures of North Africa, play a game patterned after the TV show *Jeopardy*.
- Create answers on index cards for questions in three categories: *People, Language & Religion; Food, Festivals & Customs; and Art & Literature*. Post the answers on a bulletin board in game-board fashion, and cover each with a card marked with a point value.

- Divide the class into two or three teams. Call on one student from each team in turn to choose a category and a point value. Have the student read aloud the answer on the card. Students must pose the question suggested by the answer (for example, for the answer "the prophet of Islam," the correct question would be "Who was Muhammad?"). Allow teams time to share ideas before answering a question.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

Teach the Main Idea

People in the Maghreb countries of North Africa are mostly pastoral nomads or farmers, and oil is an important resource in the region.

Recall What areas of North Africa are in the Maghreb?
western Libya, Tunisia, Algeria, and Morocco

Identify Name the capitals of Libya, Algeria, and Tunisia.
Libya: Tripoli; Algeria: Algiers; Tunisia: Tunis

Evaluate Why do you think oil is the most important resource in most countries? *Without the revenue from the sale of oil, education, health care, social programs, and military capabilities would be weakened.*

Understand Cause and Effect What do you think might be an effect of Tangier being a free port? *The amount of trading might increase because there are no taxes on goods sold in Tangier.*

GEOGRAPHIC FEATURE

The Berbers

Have students read the Geographic Feature about the Berbers, who live mostly in Morocco and Algeria. Then ask students to answer the associated question.

Analyze Visuals How have the Berbers kept their culture alive? *They are organized in communities made up of different tribes. Once a year, they gather at large festivals that help strengthen their cultural traditions.*

In print edition, see Focus on Culture of same title.

GEOGRAPHY AND CULTURE

The Berbers

Before the AD 600s, when Arabs settled in North Africa, a people called the Berbers lived in the region. The descendants of these ancient peoples live throughout North Africa today—mostly in Morocco and Algeria. Some Berbers are nomadic and live in goat-hair tents. Other Berbers farm crops that include wheat, barley, fruits, and olives. Some also raise cattle, sheep, or goats.

Berber culture is centered on a community made up of different tribes. Once a year, Berber tribes gather at large festivals. At these gatherings, Berbers trade goods, and many couples get married in elaborate ceremonies.



READING CHECK

Analyze What are some important facts about the people and culture of North Africa? *Most of the people are Arabic and are Muslims. Muhammad's birthday and Ramadan are important religious events. Art includes fine architecture, music, weaving, and hand-painted tilework.*

For additional instruction, go to end of lesson.

INTERACTIVE TABLES

North Africa Regional Data

Have students explore the table and answer the associated question.

Interpret Tables Which North African country has the largest number of Internet users? *Egypt*

Government and Economy Major political changes have occurred in the Maghreb since 2011. Following the Arab Spring, Tunisia and Libya experienced revolutions and new governments. Political unrest still challenges the region, as does conflict over the role of Islam in society.

Oil, mining, and tourism are important industries for the countries of North Africa. Oil is the most important resource, particularly in Libya and Algeria. Money from oil pays for schools, health care, food, social programs, and military equipment. The region's countries also have large deposits of natural gas, iron ore, and lead. The largest trade partners of Algeria, Libya, and Morocco are European Union members.

Agriculture is a major economic activity in North Africa. About one in six workers in Libya, Tunisia, and Algeria is a farmer. In Morocco, farmers make up about 40 percent of the labor force. North Africa's farmers grow and export wheat, olives, fruits, and nuts. Tourism is also an important economic activity in the region, especially in Morocco and Tunisia.

Some North African countries have experienced unusual challenges when trading with each other. As far back as 20 years ago, these countries had negotiated favorable trade deals with European, Asian, and American countries. Due to the way they structured their tariffs, however, they did not have favorable deals with each other. Thus, it had become easier, for example, for Morocco to trade with the United States than with Libya.

Cities Many North African cities have large marketplaces, or **souks**. The souks are located in the Casbah, or old district of a city. These souks sell various goods such as spices, carpets, and copper teapots. The Casbah in Algeria's capital, Algiers, is a maze of winding alleys and tall walls.

Tunisia Protests
in Tunisia, the
birthplace of
the Arab Spring
uprisings, led to
a revolution that
ousted a dictator.



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ENGLISH LANGUAGE LEARNERS

North Africa Scrapbook

- To help students demonstrate their understanding of Libya, Tunisia, Algeria, and Morocco, have them create a scrapbook.
- Organize the class into small groups. Assign each group one topic about which to create a scrapbook page (e.g., *The Arab Spring; Religion, Holidays, and Customs; The Arts and Literature; Government and Economy; Cities*).

- Have each group create a page to be included in the scrapbook. Pages should include pictures with labels and captions, and they should be visually engaging. If needed, you may choose to create a model scrapbook page for the students' reference.
- When the pages are complete, have the students share them with the rest of the class. Then "publish" their work in a class scrapbook to be displayed in the classroom library.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 32: Scrapbooks



Algiers, Algeria

Algeria's capital and major port, Algiers, sits on the Mediterranean Sea.

Libya and Tunisia's cities and most of its population are found in the coastal areas. Libya is the most urbanized country in the region. About 77 percent of Libya's roughly 6 million people live in cities. The largest cities are Benghazi and the capital, Tripoli. Tunisia's capital and largest city, Tunis, lies on the Mediterranean coast.

Morocco's largest city, Casablanca, has about 3.2 million people. Another Moroccan city, Tangier, overlooks the Strait of Gibraltar. This beautiful city was once a Spanish territory. Today, tourists can take a quick ferry ride from Spain across the strait to Tangier, a **free port**. A free port is a city in which almost no taxes are placed on goods sold there.

In addition to sharing similar economies, the countries of North Africa also share similar challenges. Some countries are dealing with violence, while others are strengthening their trading relationships with the United States and Europe.

Libya From 1969 to 2011, Libya was ruled by a dictator, Colonel Muammar Gaddafi. In 2011 pro-democracy protests broke out in Libya. Gaddafi's crackdown on protesters led to a civil war. An international air and naval intervention sealed the dictator's fate. Gaddafi's regime toppled. In 2012 Libya formed a new parliament and elected Ali Zaydan prime minister.

Libya is a member of OPEC. This means that it is normally subject to a quota, or limit, on the amount of oil it is permitted to produce. Because it was so affected by the Arab Spring uprisings, in 2017 OPEC granted it an exemption from an oil production cut in quotas for its members. The idea was that Libya would gradually increase production and revenue to help its economy rebound. The country's economy appears to be on its way to recovery.

LINK TO ECONOMICS

Souks

1. Tell students that while souks, or outdoor marketplaces, have been around for centuries, they remain vital to the economies and cultures of North African countries.
2. Have students conduct research to learn about how trading takes place at souks, the kinds of goods traded, and so forth.
3. Instruct students to write a report describing a typical souk. They also should explain the importance of souks to local economies. Have students illustrate their reports with drawings or paintings of a souk.

*Alternative Assessment Handbook, Rubrics 3: Artwork; 40: Writing to Describe; and 42: Writing to Inform

ANALYZE VISUALS

Algiers, Algeria

1. Display for students a photograph of downtown Algiers, Algeria. Make certain the photo shows the Mediterranean coastline and tall buildings.
2. Have students work individually to create a list of at least four things they can determine about Algiers from the photo. Facts might include the following: It has a coastline, it appears to be a busy port, it is modern-looking, it has many tall buildings.
3. Ask for volunteers to share their lists with the class, and create a combined list on the board.

*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions



ONLINE INTERACTIVE VISUALS

Image Compare: Leatherwork in Fès, Morocco

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What other colors are the sheepskins dyed? *Answers will vary but might include red, green, and beige.*

Leatherwork in Fès, Morocco

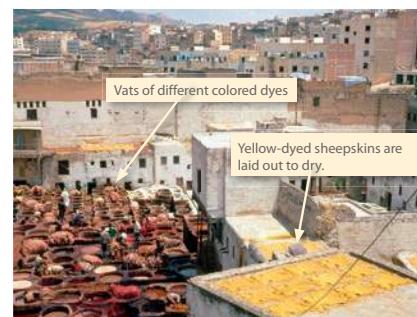
Fès, Morocco is known for its skilled craftspeople and its leatherwork.

This craftsman uses yellow-dyed leather to make distinctive shoes.



Fès, Morocco

At a tannery in the city of Fès, men dye sheepskins in large vats of dyes. The city's craftspeople use yellow-dyed leather to make distinctive leather shoes.



Analyze Visuals
What other colors are the sheepskins dyed?

Algeria Following a series of protests in 2011, Algeria's government made reforms. It lifted a 19-year state of emergency. It also eased restrictions on the media, political parties, and the ability of women to serve in elected office.

Tunisia The protests of the Arab Spring started in Tunisia in December 2010. By January 2011 protesters had forced longtime President Zine al-Abidine Ben Ali from power. Since that time, Tunisians have held democratic elections and struggled with the role of Islam in government and society.

Morocco Morocco is the only North African country with little oil. Today, the country is an important producer and exporter of fertilizer.

Summary In this lesson you learned about North Africa today.

READING CHECK

Summarize What are some of the challenges these countries face? *dealing with violence, strengthening U.S. and European trading relationships, the role of Islam in society*

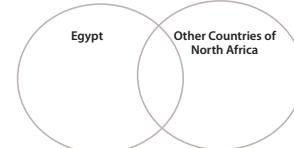
Lesson 3 Assessment

Review Ideas, Terms, and Places

1. **Recall** In which three countries were dictators forced out of power in the Arab Spring? *Egypt, Tunisia, and Libya*
2. a. **Recall** What countries in North Africa make up the Maghreb? *Libya, Tunisia, Algeria, and Morocco*
- b. **Analyze** How do you think the countries of North Africa can improve their economies?
Possible answers: by increasing trade with Western nations, improving farming techniques, investing in search for more oil deposits
- c. **Evaluate** What do you think are the most important political contributions made by the Arab Spring protesters? *Possible answer: dictators forced out of power*

Critical Thinking

3. **Compare** Use your notes to compare Egypt with the other countries of North Africa.



738 Module 22

SPECIAL NEEDS STUDENTS

North Africa Discussion

1. Write each of the following people, places, and terms on individual slips of paper: *Maghreb, nomadic herding, Tripoli, Muammar Gaddafi, dictator, Algiers, souks, Tunis, Casablanca, Tangier, free port, oil, mining, tourism, European Union, and role of Islam in society*. Place the slips of paper in an open container.
2. Organize the class into mixed-ability groups. Have a student in each group draw a slip from the container. Have the group explain the person, place, or term in connection with the countries of North Africa. Encourage students to express their ideas orally, in writing, through illustrations, or in brief skits.

3. If needed, fill in facts the students did not mention. Then summarize the main ideas covered in the text about the countries of North Africa.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 14: Group Activity

Print Assessment

Review Ideas, Terms, and Places

1. **Recall** In which three countries were dictators forced out of power in the Arab Spring? *Egypt, Tunisia, and Libya*
2. a. **Recall** What countries in North Africa make up the Maghreb? *Libya, Tunisia, Algeria, and Morocco*
- b. **Analyze** How do you think the countries of North Africa can improve their economies?
Possible answers: by increasing trade with Western nations, improving farming techniques, investing in search for more oil deposits
- c. **Evaluate** What do you think are the most important political contributions made by the Arab Spring protesters? *Possible answer: dictators forced out of power*

Critical Thinking

3. **Compare** Use your notes to compare Egypt with the other countries of North Africa. (Students should complete a Venn diagram with two overlapping circles, one labeled *Egypt* and the other labeled *Other Countries of North Africa*.) *Possible answers: Egypt—Nile, Suez Canal, irrigated agriculture; Shared—Arab and Muslim identities, poverty, desert areas, oil, oasis agriculture; Other Countries of North Africa—strengthening ties with Europe and the United States*

► Online Assessment

1. Why did people take part in the Arab Spring movements?

Select the **three** correct answers.

- to get better jobs
- to gain the right to vote
- to end political corruption
- to be able to worship freely
- to be able to use social media
- to receive equal rights for women

Alternate Question For which rights did Arab Spring protesters demonstrate?

- right to vote
- freedom of religion
- freedom of assembly
- right to divorce their spouse

2. How has Islam influenced the social practices of North Africans?

- Most people shake hands when they meet.
- Many people play chess or dominoes in cafes.
- Many women wear clothing that covers most of their body.
- Most people kiss family members on the cheek when they meet.

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

Islam influences many of the customs in North Africa, such as that of women wearing clothing that covers most of their body with the exception of their **hands** ↴ and face.

3. How do Libya and Algeria support their schools, social programs, and military?

- with a religious tax
- with a tax on foreign trade
- with profits from their oil industry
- with profits from agricultural production

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

Libya and Algeria receive large profits from the **oil** ↴ industry that are used to fund their schools, social programs, health care, and military.

4. Make Inferences Why do you think some Arab Spring movements were successful? Why were some unsuccessful?

In some countries, such as Tunisia, Egypt, and Libya, protesters were able to force dictators to give up power. In other countries, such as Bahrain and Syria, the governments brutally suppressed the demonstrators. The success of the Arab Spring movements depended on whether a government was willing to use violence against its citizens and the degree to which protesters demanded radical reforms.

5. Analyze Information Why was Algeria the last North African nation to gain independence?

Many French citizens moved to Algeria when it was a French colony. Many French people considered Algeria to be a part of France. As a result, Algerians had to struggle to win their independence in 1962.

6. Analyze Issues Why are Libyans optimistic that their economy and politics can rebound from the violent conflicts of the Arab Spring?

Libya depends on its oil industry for a stable economy. Libya has many oil reserves, and although political unrest affected oil production, the country has the potential to restore its oil industry to pre-Arab Spring levels. Longtime dictator Colonel Muammar Gaddafi was overthrown, and Libyans elected a prime minister and a new parliament. These democratic reforms should allow Libya's government to rebound from political unrest as well.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 733

More About . . .

Mohamed Bouazizi To a large extent, the Arab Spring was set into motion by a Tunisian street vendor named Mohamed Bouazizi. Bouazizi led a difficult life, becoming the main provider for his large family at the age of ten. At 26, he had already worked for seven years selling vegetables on the streets. In December 2010 a police officer impounded his vegetable cart because he did not have a vendor's license. The young man then went to police headquarters to complain, but officials snubbed him. Later in the day, he set himself on fire in front of the headquarters and ultimately died. The outrage from this event led to the protests that would become known as the Arab Spring.

ADVANCED/GIFTED

Arab Spring Radio Broadcasts

1. Organize the class into small groups. Have group members use the library or the Internet to learn more about the Arab Spring. Students should research the major causes of these uprisings and how they affected the lives of the people who live in the countries in which they took place.
2. Have each group select a country affected by the Arab Spring and write and record a series of radio news broadcasts that tell the story of the uprising in that country. Each group should prepare four or five broadcasts that detail the start of the uprising, two or three major events during the uprising, and how the effects of the uprising can still be seen today.
3. Have each group share their recordings with the class or read their broadcasts aloud. Have students compare how the Arab Spring arose in different countries and the effects it had on those countries.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 30: Research

continued from page 734

INTERPRET MAPS

Arab Spring

1. Ask students to use the map Impact of the Arab Spring to write answers to the following questions on a sheet of paper: Which three countries experienced major protests as a result of the Arab Spring? How did the Arab Spring affect Yemen and Oman differently? List the countries that had governments overthrown.
2. Group students into pairs, and have them review each other's answers. Pairs can share ideas and amend their answers as needed. Review the answers with the entire class.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 21: Map Reading

continued from page 734

STRUGGLING READERS

The Influence of Arab Rule

1. Draw a timeline on the board to help students visualize the enormous impact of Arab rule on North African culture. Label the start of the timeline AD 600 and end with today's date and divide it into centuries. Add labels for the start of Arab rule (600s), the start of European rule (1800s), the date marking the height of European rule (1912), and Algerian independence (1962). Ask students to suggest possible timeline entries for more recent developments.
2. Discuss the labeled events. Draw attention to the length of time between each one.
3. Ask: How long did Arab rule last in North Africa? *about 1,200 years* Ask students to describe how North African life was influenced by Arab rule.
4. Ask: How long did European powers rule part or all of North Africa? *about 150 years* Conclude by stressing the importance of Arab culture on the identity of North Africa today.

*Alternative Assessment Handbook, Rubrics 11: Discussions; and 36: Timelines

continued from page 735

More About . . .

Barbary States From the 1500s to the 1800s, areas along the Mediterranean coasts of Morocco, Algeria, Tunisia, and Libya were known as the Barbary States. Private warships, licensed by the governments of the Barbary States, sailed the Mediterranean, raiding European ships and coastal towns. The privateers, called *corsairs*, also attacked U.S. ships. For a time, the United States paid Barbary governments to protect U.S. ships. In 1801, under President Thomas Jefferson, the U.S. government waged war against Tripoli to stop the raids. Barbary raids on the Mediterranean came to an end in 1830, after France took control of the port of Algiers.

Muammar Gaddafi As leader of Libya, Muammar Gaddafi was a believer in Arab unity who advocated the strict following of Muslim laws. Because of his support of terrorists, he was criticized around the world. In one case, he sheltered Libyans suspected of having planted bombs on two commercial flights. The United Nations punished Libya with diplomatic and economic sanctions in 1992 and 1993. The sanctions were suspended in 1999 and then lifted in 2003 after two suspects were turned over to the UN. Gaddafi was killed during the Libyan revolution in 2011.

Algiers Algeria's largest and most important city is situated on the Sahal hills. The Casbah occupies the upper portion. The lower, more modern portion was developed by the French in the 1800s. Today's newer portion includes skyscrapers. These modern buildings have a gleaming white appearance under the strong Mediterranean sun. During World War II, Algiers served as the headquarters for the Allied Forces of North Africa and the headquarters for the Free French government led by Charles de Gaulle.

Social Studies Skills

Analyze a Diagram

Define the Skill

Diagrams are drawings that use lines and labels to explain or illustrate something. Pictorial diagrams show an object in simple form, much like it would look if you were viewing it. Cutaway diagrams, like the one of an Egyptian pyramid below, show the “insides” of an object. These diagrams usually have labels that identify important areas of the diagram.

Learn the Skill

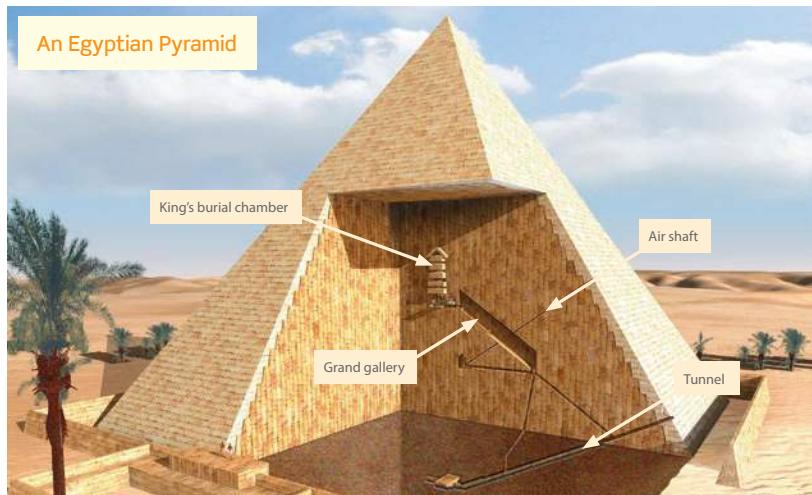
Analyze the diagram below, and answer the following questions.

1. What type of diagram is this?
2. What labels in the diagram suggest what this pyramid was used for?
3. Of what materials was the pyramid made?

Practice the Skill

Draw a cutaway diagram of your school. Label classrooms, hallways, the cafeteria, and other areas. Use your diagram to answer the following questions.

1. How many stories are in your school?
2. Where is the closest exit located from the classroom you are sitting in now?
3. What are some of the materials your school is made of?



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Social Studies Skills

Analyze a Diagram

Resources: a cutaway diagram of a device with which students are familiar, such as a cell phone or computer, with labeled components.

Display the cutaway diagram of the item (or provide copies for each student). If possible, also display the actual physical item so students can compare it to the diagram. Discuss that these diagrams often label only major components. Ask: Why might this be? *Possible answers: to make the diagram easier to understand; the viewer does not need to know about every component*

Have volunteers locate specific components. Encourage students to discuss who might find this diagram useful. Ask whether they think the diagram would be useful to the owner of the device. Then ask whether they think it would be useful to someone trying to repair the device.

Invite students to discuss other cutaway diagrams they have used. Encourage them to discuss if these diagrams were helpful to them.

* Alternative Assessment Handbook: Rubric 11: Discussions

Answers

Learn the Skill

1. What type of diagram is this? *a cutaway diagram*
2. What labels in the diagram suggest what this pyramid was used for? *The label “King’s burial chamber” indicates that it was used as a burial place.*
3. Of what materials was the pyramid made? *blocks*

Practice the Skill

1. How many stories are in your school?
2. Where is the closest exit located from the classroom you are sitting in now?
3. What are some of the materials your school is made of?
Answers will vary but should accurately reflect your school and the details students have drawn and labeled in their diagram.

Module 22 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term or place that matches the given definition.

1. sasoi—wet, fertile area in a desert where a spring or well provides water **oasis**
2. ashraa—the largest desert in the world that covers most of North Africa **Sahara**
3. ipmtac—effect; result **impact**
4. enli virer—the world's longest river that empties into the Mediterranean Sea in Egypt **Nile River**
5. oicar—a city founded more than 1,000 years ago on the Nile and is the capital of Egypt today **Cairo**
6. uahtroyti—power; right to rule **authority**
7. tidrotca—someone who rules a country with complete power **dictator**
8. ksuos—marketplaces **souks**
9. efer tpro—a city in which almost no taxes are placed on goods sold there **free port**

Comprehension and Critical Thinking

LESSON 1

10. a. **Describe** What is the Nile River valley like? Describe the river and the landscape. *The Nile River is the longest river in the world. The Nile River is in a valley that is like an oasis in the desert. The river deposits silt that is good for growing crops. The water from the river is used to irrigate farmers' fields.*
b. **Elaborate** Why do you think few people live in the Sahara? What role does climate play in where people live? Explain your answer. *In most places in the desert, the climate is too harsh to support daily living. There is little or no vegetation, and traveling is difficult. Climate influences where people live in that people generally avoid harsh climates that make life difficult.*
c. **Form Generalizations** Look back at the model of A Sahara Oasis in Lesson 1. Pose and answer a geographic question about how physical features shape patterns of human movement in the Sahara. *Student responses will vary but should show an understanding of how physical features shape patterns of human movement in the Sahara.*

LESSON 2

11. a. **Recall** What types of monuments did the ancient Egyptians build? **sphinxes and pyramids**
b. **Contrast** How did Egypt's experience of the Arab Spring differ from Libya's? *In Egypt, following popular protests, the military forced a dictator from power. Libya faced protests, too, but its dictator was removed by an international intervention.*
c. **Elaborate** Why do you think some groups living in North Africa are nomadic people? *They adapted to the environment and pursued activities that it allowed, such as herding and trading.*

Review Vocabulary, Terms, and Places

Unscramble each group of letters below to spell a term or place that matches the given definition.

1. sasoi—wet, fertile area in a desert where a spring or well provides water
2. ashraa—the largest desert in the world that covers most of North Africa
3. ipmtac—effect; result
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c. **Elaborate** Why do you think some groups living in North Africa are nomadic people?

Lesson 3

12. a. **Define** What is the Maghreb? What physical feature covers this region?
b. **Make inferences** Why did European countries want to control most of North Africa?
c. **Predict** Think about the goals shared by the Arab Spring protesters. Do you think they will achieve these goals? Explain.

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ONLINE DOCUMENT-BASED INVESTIGATION

North Africa

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

Use this Speech/Presentation Rubric to score students' work in **Part 2**.

RUBRIC Students' verbal and/or visual presentations should

- be delivered loudly and clearly enough to be heard by the audience
- present information logically and concisely so that the audience can follow the line of reasoning
- employ relevant visuals and effectively use presentation technology (as applicable)

- cite at least two sources of relevant, informative text evidence from Part 1 in support of their speech topic
- be organized with a distinct introduction, a main body, and a conclusion that sums up the main points

Write a Speech Using the exhibits in Part 1 and your knowledge of the history and geography of North Africa, write a speech that answers the following question: Why is it so difficult for many people in North Africa to improve their standard of living? Be sure to cite specific evidence from at least two sources in your response.

Module 22 Assessment, continued

Reading Skills

13. **Summarize** Use the Reading Skills taught in this module to answer a question about the reading selection below.

For centuries, rain far to the south caused floods along the northern Nile, leaving rich silt in surrounding fields. Silt is finely ground fertile soil that is good for growing crops.

The Nile River valley is a fertile area in the midst of the desert. Farmers use water from the Nile to irrigate their fields. The Nile fans out near the Mediterranean Sea, forming a large delta. A delta is a landform at the mouth of a river that is created by the deposit of sediment. The sediment in the Nile delta makes the area extremely fertile.

Write a summary of the paragraphs above. What are the important details?

Social Studies Skills

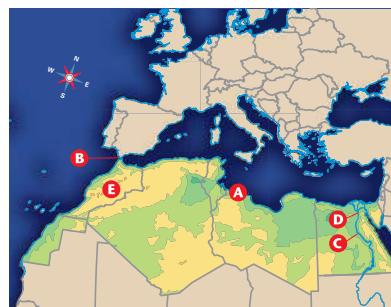
14. **Create a Diagram to Compare Regions**

Regions The ancient Maya of Mexico also built pyramids. Create a diagram that compares Egyptian and Mayan pyramids. Conduct research, including searching on the Internet, to learn more about both types of pyramids. Be sure to use clear labels on your diagram. Also include maps showing the distribution of pyramids in each region. Use your model to pose and answer a geographic question about the distribution of pyramids in each region. Finally, present your diagram and pose your question to the class.

Map Activity

15. **North Africa** On a separate sheet of paper, match the letters on the map with their correct labels.

Nile River Tripoli
Atlas Mountains Strait of Gibraltar
Cairo



Focus on Writing

16. **Write a Myth** Identify one major physical or human feature in North Africa to be the subject of your myth. Write several paragraphs describing the characteristics of your feature and how you think ancient peoples would find it important. Use your imagination! For example, your myth might explain why it rarely rains in the Sahara, how the Nile brings water to the region, or why pyramids have been built. Research books of myths in the library to get a feel for the kind of language and vocabulary used when telling a myth. Make sure that your myth is clear and coherent, with proper story development and organization, and told in a style that is appropriate to its task, purpose, and audience.

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LESSON 3

12. a. **Define** What is the Maghreb? What physical feature covers this region? *an Arabic word meaning "west," the Maghreb covers western Libya, Tunisia, Algeria, and Morocco; the Sahara*
- b. **Make Inferences** Why did European countries want to control most of North Africa? *It provided them with convenient trading routes to the East.*
- c. **Predict** Think about the goals shared by the Arab Spring protesters. Do you think they will achieve these goals? Explain. *Possible answer: no, because there is still opposition from leaders to the ideals of the protesters*

Reading Skills

13. **Summarize** Use the Reading Skills taught in this module to answer a question about the reading selection below.

For centuries, rain far to the south caused floods along the northern Nile, leaving rich silt in surrounding fields. Silt is finely ground fertile soil that is good for growing crops.

The Nile River valley is a fertile area in the midst of the desert. Farmers use water from the Nile to irrigate their fields. The Nile fans out near the Mediterranean Sea, forming a large delta. A delta is a landform at the mouth of a river that is created by the deposit of sediment. The sediment in the Nile delta makes the area extremely fertile.

Write a summary of the paragraphs above. What are the important details? *Rain causes floods along the Nile, leaving silt that makes fertile soil. Farmers irrigate with water from the Nile. The Nile delta, near the Mediterranean Sea, is extremely fertile.*

Social Studies Skills

14. **Create a Diagram to Compare Regions** The ancient Maya of Mexico also built pyramids. Create a diagram that compares Egyptian and Mayan pyramids. Conduct research, including searching on the Internet, to learn more about both types of pyramids. Be sure to use clear labels on your diagram. Also include maps showing the distribution of pyramids in each region. Use your model to pose and answer a geographic question about the distribution of pyramids in each region. Finally, present your diagram and pose your question to the class. *Student responses will vary but should show understanding of how to create a diagram to compare regions.*

Essential Question ESSAY

Why has it been hard to establish democracy in North 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

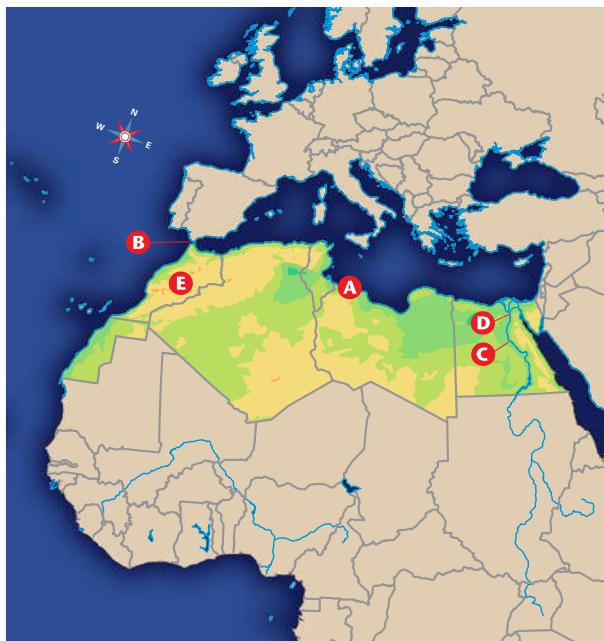
Write an argument answering this question. Your essay should include specific details about the customs, economics, politics, climate, and history of North Africa. Be sure to cite evidence to support your point, and organize your essay into an introduction, body, and conclusion.

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.

Print Assessment (*continued*)

Map Activity

15. **North Africa** On a separate sheet of paper, match the letters on the map with their correct labels.



Nile River C

Atlas Mountains E

Cairo D

Tripoli A

Strait of Gibraltar B

Focus on Writing

16. **Write a Myth** Identify one major physical or human feature in North Africa to be the subject of your myth. Write several paragraphs describing the characteristics of your feature and how you think ancient peoples would find it important. Use your imagination! For example, your myth might explain why it rarely rains in the Sahara, how the Nile brings water to the region, or why pyramids have been built. Research books of myths in the library to get a feel for the kind of language and vocabulary used when telling a myth. Make sure that your myth is clear and coherent, with proper story development and organization, and told in a style that is appropriate to its task, purpose, and audience.

RUBRIC

- Students' myths should
- have one physical feature of North Africa as the subject
 - include two or three paragraphs
 - describe the characteristics of the physical feature
 - give a creative reason for the physical feature
 - be clear and coherent
 - be told in an appropriate style

► Online Assessment

- How have nomadic people, such as the Tuareg, adapted to traveling throughout the Sahara?
 - They use automobiles to travel throughout the desert.
 - They use camels that can travel long periods without water.
 - They carry supplies as they travel from mountain range to mountain range.
 - They carry large amounts of water to avoid having to travel from oasis to oasis.
 - Drag the name of the North African feature into the space provided.
- North African Features**
-
- The map shows the following features labeled:
- Atlas Mountains
 - Suez Canal
 - the Sahara
 - Nile River
- Which of the following is an accurate description of North Africa?
 - It is a wet and humid region.
 - There are three main climate zones.
 - There are few places with high elevations.
 - It is too hot and dry for flooding to be a problem.
 - How did Arab invaders affect Egypt?
 - They built the Suez Canal.
 - They built the city of Alexandria.
 - They made Cairo a center of learning.
 - They kept German armies from conquering the country.
 - Use the map to answer the question.
- Egypt's Population**
-
- The map shows the following population density data (approximate values):
- | Persons per square mile | Persons per square km |
|-------------------------|-----------------------|
| 520 | 200 |
| 260 | 100 |
| 130 | 50 |
| 25 | 10 |
| 3 | 1 |
| 0 | 0 |
- Major cities over 2 million are marked with dots, including Cairo, Giza, and Alexandria.
- Which conclusion can be made from the information in the map?
- Alexandria is Egypt's largest city.
 - The majority of Egypt's citizens live in the Nile River valley.
 - The majority of Egypt's citizens live along the Mediterranean Sea coast.
 - Most of Egypt's merchants live near Israel in order to trade with that nation.
- Why is Naguib Mahfouz celebrated in Egyptian culture?
 - He was a famous Egyptian actor.
 - He was an ancient Egyptian poet.
 - He was a famous Egyptian movie director.
 - He was the first Egyptian to win the Nobel Prize in literature.
 - Where did Arab Spring protests result in a change in government?
Select the **three** correct answers.
 - Egypt
 - Iraq
 - Jordan
 - Libya
 - Syria
 - Tunisia
 - Drag the answer choices into the boxes to complete the sentence correctly.
During the 19th century, European nations took over North African countries and made them colonies. France controlled Algeria and Tunisia, Spain controlled Western Sahara, and Italy took over Libya.
 - Drag the North African term into the box next to its description.
- | | |
|---|---------|
| a large marketplace | souk |
| an old district in a city | Casbah |
| a free port city in Morocco | Tangier |
| a region that includes western Libya, Tunisia, Algeria, and Morocco | Maghreb |