

Essential Question Preview

How are West and Central Africa shaped by their diverse climates and people groups?

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

Explore the Essential Question

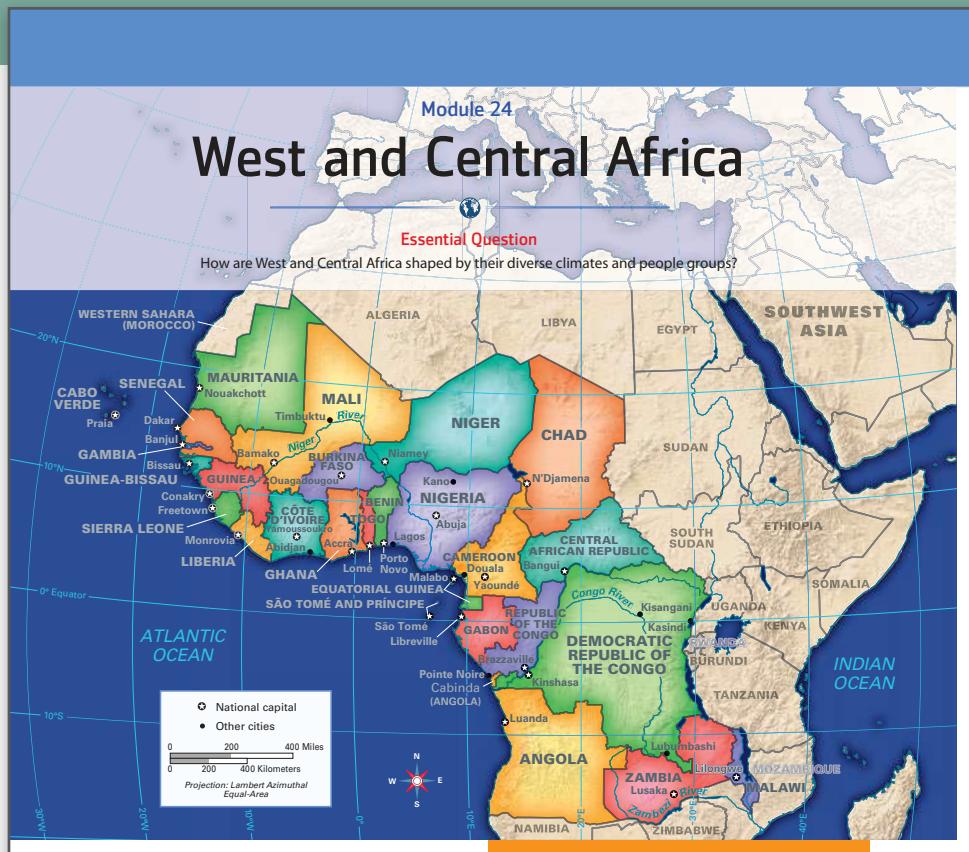
- Have students name some physical features of West and Central Africa, such as rivers, lakes, and deserts. Invite students to speculate how these features affect where people settle.
- Point out that although some West and Central African countries have many natural resources, most have poor economies. Ask students to draw conclusions about how political instability and ethnic conflicts have contributed to this problem.

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 might be the benefits of some of West and Central Africa's physical features? What challenges might some of these features create?

Why might having a wide variety of ethnic groups in a country lead to political instability?

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.



In this module, you will learn about the diversity of West and Central Africa's geography, climate, and peoples as well as the regions' resources and current challenges.

What You Will Learn

Lesson 1: Physical Geography 779

The Big Idea: West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.

Lesson 2: West Africa 786

The Big Idea: Powerful early kingdoms, European slave trade and colonization, and traditions from a mix of ethnic groups have all influenced West African culture.

Lesson 3: Central Africa 795

The Big Idea: Central Africa's history and culture have been influenced by native traditions and European colonizers.

Explore ONLINE!

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Channel One News Video: Chocolate Shortage
- Channel One News Video: Ebola Orphans
- Channel One News Video: Stunted Children
- Interactive Map: West Africa: Climate
- Image with Hotspots: Timbuktu

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Explore the Online Video

ONLINE ANALYZE VIDEOS

Ebola Orphans

Invite students to watch the video to learn more about the impact of Ebola on West Africa's children.

History Why did family members and friends reject the children orphaned by Ebola? *Ebola is a contagious and deadly disease, and people were afraid of catching the disease from children who were exposed to it.*



Lesson 1 Big Idea

West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.

Main Ideas

- West Africa's key physical features include plains and the Niger River.
- West Africa has distinct climate and vegetation zones, such as arid and tropical.
- Central Africa's major physical features include the Congo Basin and plateaus surrounding the basin.
- Central Africa has a humid tropical climate and dense forest vegetation.

Lesson 2 Big Idea

Powerful early kingdoms, European slave trade and colonization, and traditions from a mix of ethnic groups have all influenced West African culture.

Main Ideas

- In West Africa's history, trade made great kingdoms rich, but this greatness declined as Europeans began to control trade routes.
- The culture of West Africa includes many different ethnic groups, languages, religions, and housing styles.
- Most coastal countries of West Africa have struggling economies and weak or unstable governments.
- Lack of resources in the Sahel countries is a main challenge to economic development.



Geography Many of West Africa's main cities, such as Dakar, Senegal, are located on the coast.

History People in Central Africa have been making copper statues for hundreds of years. This one is meant to represent an ancestor.



Culture These men wear kente cloth, a traditional type and pattern of cloth originally from Ghana.



West and Central Africa 777

Explore the Map and Images

West and Central Africa: Political Nearly all of the countries of West and Central Africa have poor economies and have suffered from political instability. Many countries struggle with drought and famine. The region's countries have also been shaped by their history—the great African kingdoms, the slave trade, and the Europeans who once ruled them as colonies.

Geography Dakar, the capital of Senegal, has one of the best harbors in West Africa.

Culture Traditionally, kente cloth has typically been worn on special occasions. As shown in this photograph, men typically wear it as a toga.

History In Central Africa, copper artwork often had religious significance and provided a link between the living and the dead.

Analyze Visuals What do these images show us about West and Central African culture today? Possible answer: *West and Central Africans blend traditional parts of their culture with modern and Western cultures.*

► 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

Central Africa's history and culture have been influenced by native traditions and European colonizers.

Main Ideas

- Great African kingdoms and European colonizers have influenced the history of Central Africa.
- The culture of Central Africa includes many ethnic groups and languages, but it has also been influenced by European colonization.
- The countries of Central Africa are mostly poor, and many are trying to recover from years of civil war.
- Challenges to peace, health, and the environment slow economic development in Central Africa.

Reading Social Studies

Reading Social Studies

READING FOCUS

Understand Compare-Contrast

Discuss with students that comparing and contrasting items provides us with a framework to better understand them. Ask students to select two items to compare and contrast—for example, hockey and basketball. Then draw a large Venn diagram for students to see. Ask students to think of similarities and differences between the two items. Add students' suggestions to the Venn diagram. When the class is finished, have students use the diagram to write a paragraph or two in which they compare and contrast these items. Ask students to use signal words to indicate similarities and differences.

You Try It!

Read the following passage with a partner. Use your knowledge of clue words to help you identify similarities and differences between Liberia and Sierra Leone. Create a chart like the one here to compare and contrast the two countries. *Possible answers:* *Similarities: trying to rebuild, have natural resources; Differences: Liberia—has rubber and iron ore; Sierra Leone—exports diamonds*

Understand Compare-Contrast

READING FOCUS

Geographers comparison and contrast to understand how various world regions and countries are alike and different. They may describe similarities and differences in text or show them in a visual such as a chart. You can understand compare-contrast by learning to recognize clue words and points of comparison. Clue words let you know whether to look for similarities or differences. Points of comparison are the main topics that are being compared or contrasted. Notice how the passage below compares and contrasts life in rural and urban areas.

Rural homes are small and simple. Many homes in the Sahel and savanna zones are circular. Straw or tin roofs sit atop mud, mud-brick, or straw huts. Large **extended families** often live close together in the same village ...
In urban areas, also, members of an **extended family** may all live together. However, in West Africa's cities you will find **modern buildings**. People may live in houses or high-rise apartments.

Highlighted words are points of comparison.
Underlined words are clue words.

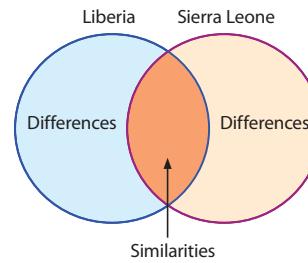
Clue Words
Comparison share, similar, like, also, both, in addition, besides
Contrast however, while, unlike, different, but, although

YOU TRY IT!

Read the following passage with a partner. Use your knowledge of clue words to help you identify similarities and differences between Liberia and Sierra Leone. Create a chart like the one here to compare and contrast the two countries.

Now, both Liberia and Sierra Leone are trying to rebuild. They do have natural resources on which to build stronger economies. Liberia has rubber and iron ore, while Sierra Leone exports diamonds.

As you read this module, practice using clue words to understand comparison-contrast.





Physical Geography

- Congo River from Space
- Geography and Animals

Visuals

Videos

LESSON 1

Big Idea

West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.

Maps,
Graphs, and
Charts

- Map: West Africa: Physical
- Map: West Africa: Climate
- Map: Central Africa: Physical

Sources

- Document-Based Investigation: Central Africa's National Parks

- Game: Where Am I?: West Africa
- A Tour of West Africa
- Climate and Natural Resource Maps
- A 2,000-Mile Walk

Extend
and Enrich

Assessment

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

► Online Lesson 1 Enrichment Activities

A Tour of West Africa

Article Students read about an imaginary tour through the Sahara, the Sahel, savanna, and, finally, tropical rain forests. They then create a website or digital presentation of these four regions.

Climate and Natural Resource Maps

Article Students read about the information contained in climate and natural resource maps. Students then conduct research to locate climate zone maps and natural resource maps of Africa. They then choose one African nation and write an essay explaining how physical features, climate zones, and natural resources have affected the history of this country.

A 2,000-Mile Walk

Article Students learn about American scientist Michael Fay's 465-day walk through Central Africa's forests. Students then read the three-part *National Geographic* article on Fay's walk.



Physical Geography

The Big Idea

West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.

Main Ideas

- West Africa's key physical features include plains and the Niger River.
- West Africa has distinct climate and vegetation zones, such as arid and tropical.
- Central Africa's major physical features include the Congo Basin and plateaus surrounding the basin.
- Central Africa has a humid tropical climate and dense forest vegetation.

Key Terms and Places

Niger River
zonal
Sahel
desertification
savanna
Congo Basin
basin
Congo River
Zambezi River

Reading Check
Summarize
Why is the Niger River important to West Africa?

If YOU lived there . . .

You are on a nature hike with a guide through the forests of the Congo Basin. It has been several hours since you have seen any other people. Sometimes your guide has to cut a path through the thick vegetation, but mostly you try not to disturb any plants or animals. Suddenly, you reach a clearing and see a group of men working hard to load huge tree trunks onto big trucks.

How do you feel about what you see?

Physical Features of West Africa

The region we call West Africa stretches from the Sahara in the north to the coasts of the Atlantic Ocean and the Gulf of Guinea in the west and south. While West Africa's climate changes quite a bit from north to south, the region does not have a wide variety of landforms. Its main physical features are plains and rivers.

Plains and Highlands Plains, flat areas of land, cover most of West Africa. The coastal plain is home to most of the region's cities. The interior plains provide land where people can raise a few crops or animals.

West Africa's plains are vast, interrupted only by a few highland areas. One area in the southwest has plateaus and cliffs. People have built houses directly into the sides of these cliffs for many hundreds of years. The region's only high mountains are the Tibesti Mountains in the northeast.

The Niger River As you can see on the map titled West Africa: Physical, many rivers flow across West Africa's plains. The most important river is the Niger (NY-yehr). The **Niger River** starts in some low mountains not too far from the Atlantic Ocean. From there, it flows 2,600 miles (4,184 km) into the interior of the region before emptying into the Gulf of Guinea.

The Niger brings life-giving water to West Africa. Many people farm along its banks or fish in its waters. It is also an important transportation route, especially during the rainy season.

West and Central Africa 779

Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there . . .

How do you feel about what you see?

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 POSITIVE feelings:

- Logging provides work for people.
- Work provides people with income.
- Industry can help governments provide schools and health care.

Consider NEGATIVE feelings:

- Plants and animals lose habitats.
- The environment may be permanently changed.
- Other people may not be able to enjoy this natural treasure in the future.

2. Direct Teach

Introduce the Big Idea: *West Africa is a region mostly of plains, while the Congo River and tropical forests are important features of Central Africa's physical geography.* Ask students whether they would rather live on a plain or in a tropical forest. Encourage them to provide reasons for their responses.

3. Practice/Assess/Inquire

Read the names of the countries in West Africa aloud. Have individual students come up and point to each country on a wall map. Discuss things that these countries may have in common based on location. How might proximity to the equator affect climate and vegetation in these countries? Then repeat this same process for the countries of Central Africa.

4. Explore (Collaborative Exploration)

After completing the lesson, have students revisit the question from Step 2 based on new knowledge.

5. Whole Group Close/Reflect

Have each student write three true/false questions about the physical geography of Central Africa to share with the class.

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

READING CHECK

Summarize Why is the Niger River important to West Africa? *It brings life-giving water for farming and fishing and allows transportation and settlements.*

Teach the Main Idea

West Africa's key physical features include plains and the Niger River.

Identify What marks West Africa's northern border? *the Sahara*

Recall Into what body of water does the Niger River flow? *Gulf of Guinea*

Draw Inferences Why do many people live along the Niger River? *It provides water for drinking, farming, fishing, and transportation.*

More About . . .

Kainji Dam Dams have been built along the Niger River for irrigation and hydroelectricity. The Kainji Dam was completed in 1968 in western Nigeria. It formed Kainji Lake, which

is about 80 miles long and 20 miles wide. The dam should provide about one-sixth of Nigeria's electricity, but the supply is unpredictable—partially because drought sometimes makes the water levels too low.

Connect to Science: Oil Industry The Niger delta is the center of Nigeria's large oil industry. Environmental groups claim oil production has had a detrimental effect on the water, air, and soil there because of oil spills, burning excess gas, and clearing forests for exploration and development. However, oil companies, government officials, and some studies say that the oil industry is only one of the causes of environmental damage. An increasing population and sewage are among other contributors to environmental problems.

For additional instruction, go to end of lesson.

Teach the Main Idea

West Africa has distinct climate and vegetation zones, such as arid and tropical.

Identify Which climate zone is the farthest north? *desert*

Summarize How does climate vary from north to south? *Climate varies in zones from arid desert in the north to semiarid steppe to wetter savanna and humid tropical zones in the south.*

Understand Cause and Effect How is climate related to the vegetation from north to south? *Desert and steppe climates get the least rain and have the least vegetation; the tropical savanna and humid tropical climates get more rainfall and have much more vegetation.*

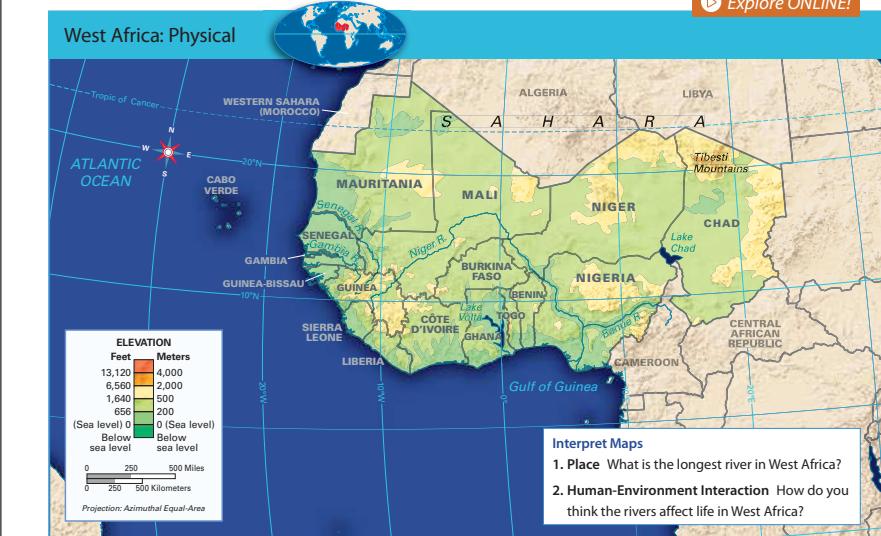
Make Predictions What do you think will happen along the coasts of the Atlantic and the Gulf of Guinea if the populations in these areas continue to grow? *More of the tropical forests will be cut down.*

ONLINE GRAPHIC ORGANIZER

Physical Geography

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

Compare What physical features and climates do West and Central Africa have in common? *Both regions have various physical features, such as rivers, mountains, forests, and flat areas; both are zonal and have humid tropical, tropical savanna, desert, and steppe climates.*



Climate and Vegetation

West Africa has four different climate regions. As you can see on the map, these climate regions stretch from east to west in bands or zones. Because of this, geographers say the region's climates are **zonal**, which means "organized by zone."

The northernmost zone of the region lies within the Sahara, the world's largest desert. Hardly any vegetation grows in the desert, and large areas of this dry climate zone have few or no people.

South of the Sahara is the semiarid **Sahel** (SAH-hel), a strip of land that divides the desert from wetter areas. It has a steppe climate. Rainfall there varies greatly from year to year. In some years, it never rains. Although the Sahel is quite dry, it does have enough vegetation to support hardy grazing animals.

However, the Sahel is becoming more like the Sahara. Animals have overgrazed the land in some areas. Also, people have cut down trees for firewood. Without these plants to anchor the soil, wind blows soil away. These conditions, along with drought, are causing desertification in the Sahel. **Desertification** is the spread of desertlike conditions.

To the south of the Sahel is a savanna zone. A **savanna** is an area of tall grasses and scattered trees and shrubs. When rains fall regularly, farmers can do well in this region of West Africa. The southern countries of the savanna, such as Nigeria, have large populations. This is due to the climate of the savanna, which is milder than other parts of Africa. The soil is also more fertile there than the arid regions of North Africa.

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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: **Niger River**, **zonal**, **Sahel**, **desertification**, **savanna**, **Congo Basin**, **basin**, **Congo River**, **Zambezi River**.

ONLINE DOCUMENT-BASED INVESTIGATION

West and Central Africa

Central Africa's National Parks is the first of three document-based investigations that students will analyze in West and Central Africa. Central Africa has the second-largest rain forest in the world. Efforts have been made to protect its tropical forests from destruction. Students can use the map to locate Central Africa's tropical forests.

ONLINE INTERACTIVE MAPS

West Africa: Physical

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

Place What is the longest river in West Africa? *Niger River*

In print edition, see map of same title.

- Place** What is the longest river in West Africa? *Niger River*
- Human-Environment Interaction** How do you think the rivers affect life in West Africa? *They enable farming, fishing, and transportation and encourage settlements near them.*

GAME

Where Am I? West Africa

Have students play the game to test their knowledge of West Africa by selecting the correct locations based on the information provided.

For additional instruction, go to end of lesson.

Reading Check
Categorize What are the region's four climate zones?

The fourth climate zone lies along the coasts of the Atlantic and the Gulf of Guinea. This zone has a humid tropical climate. Plentiful rain supports tropical forests. However, many trees have been cut from these forests to make room for the region's growing populations.

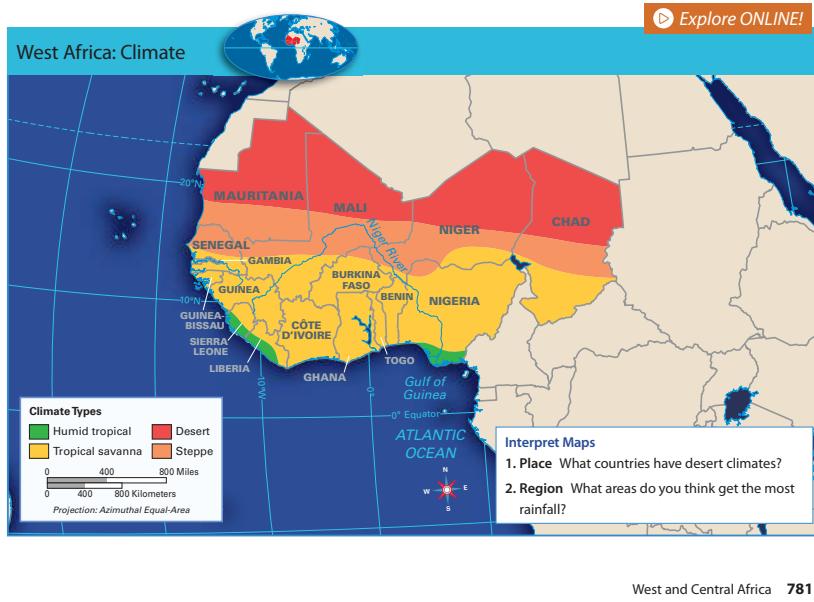
Physical Features of Central Africa

Central Africa is bordered by the Atlantic Ocean in the west. In the east, it is bordered by a huge valley called the Western Rift Valley. The land in between has some of the highest mountains and biggest rivers in Africa.

Landforms You can think of the region as a big soup bowl with a wide rim. Near the middle of the bowl is the **Congo Basin**. In geography, a **basin** is a generally flat region surrounded by higher land such as mountains and plateaus.

Plateaus and low hills surround the Congo Basin. The highest mountains in Central Africa lie farther away from the basin, along the Western Rift Valley. Some of these snowcapped mountains rise to more than 16,700 feet (5,090 m). Two lakes also lie along the rift—Lake Nyasa and Lake Tanganyika (tan-guhn-YEE-kuh). Lake Nyasa is also called Lake Malawi.

Rivers The huge **Congo River** is fed by hundreds of smaller rivers. They drain the swampy Congo Basin and flow into the river as it runs toward the Atlantic. Many rapids and waterfalls lie along its route, especially near its mouth. These obstacles make it impossible for ships to travel from the



ONLINE INTERACTIVE MAPS

West Africa: Climate

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

Region Ghana is in which climate zone?
tropical savanna

In print edition, see map of same title.

- Place** What countries have desert climates? *Mauritania, Mali, Niger, Chad*
- Region** What areas do you think get the most rainfall? *areas with a humid tropical climate along the coast*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Congo River from Space

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

Analyze Visuals How do you think the Congo River affects the economies of Brazzaville and Kinshasha? *Possible answer: Their economies might rely on fishing or trade due to being close to the river.*

Teach the Main Idea

Central Africa's major physical features include the Congo Basin and plateaus surrounding the basin.

Identify Where does the water in the Congo River come from? *It comes from hundreds of smaller rivers that drain the Congo Basin.*

Compare and Contrast Why is the Congo River more useful for transportation within the interior of Central Africa than it is for transportation from Central Africa to the Atlantic Ocean? *It has many rapids and waterfalls, but most of them are near its mouth.*

Describe Where are the major lakes and mountains in Central Africa located? *Western Rift Valley*

More About . . .

Congo River The Congo River is the fifth-longest river in the world. It is Africa's second-longest river. Only the Nile is longer. The Congo's many tributaries form close to 9,000 miles of navigable water. The river begins just south of Lake Tanganyika and passes through a long stretch of rapids until it gets to Stanley Falls. Then it is navigable for about 1,000 miles until close to Kinshasa, the capital of the Democratic Republic of the Congo. The river has 32 waterfalls and crosses the equator twice.

Victoria Falls Local people call Victoria Falls "Mosi-oa-Tunya," which means "the smoke that thunders." The Zambezi River plunges 343 feet (105 m) over a cliff between Zambia and Zimbabwe.

ONLINE INTERACTIVE MAPS

Central Africa: Physical

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

Place What body of water is in the Congo Basin? *Congo River*

In print edition, see map of same title.

- Place** What river flows through the Congo Basin? *Congo River*
- Region** How do you think Central Africa's rivers have affected country borders? *Possible answer: Rivers are the borders or partial borders of several nations in the region.*

READING CHECK

Categorize What are the region's four climate zones? *humid tropical, savanna, steppe, desert*

Teach the Main Idea

Central Africa has a humid tropical climate and dense forest vegetation.

Recall What kind of vegetation and climate does the Atlantic coast have? *dense tropical forest, humid tropical climate*

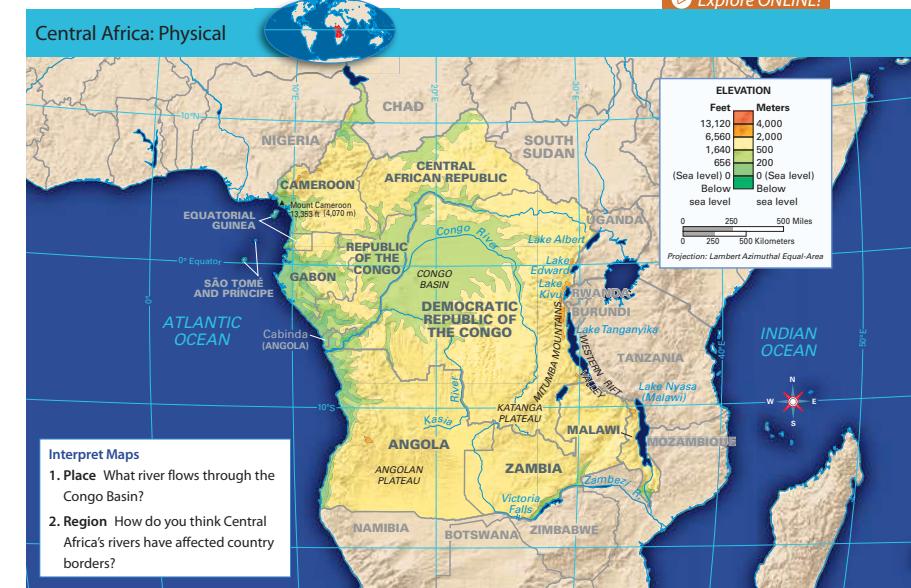
Explain How is the climate and vegetation in areas north and south of the Congo Basin different than those in the Congo Basin? *These areas have a tropical savanna climate with distinct dry and wet seasons. The vegetation to the north and south includes shrubs, grasslands, and scattered trees.*

Cause and Effect What might be the economic effects of clearing tropical forests? *Farming and logging provide food or income for some, but loss of habitat for animals might mean loss of homes or food for people living near forests.*

More About . . .

Connect to Science: Transpiration Tropical forests have an influence on climate. Trees and other plants are an important part of the water cycle. By taking in water and giving off water vapor through transpiration, the trees in a tropical forest return huge amounts of water to the atmosphere, increasing humidity and rainfall and cooling the air. Tropical forests also renew the air by taking in carbon dioxide and giving off oxygen.

Okapi Wildlife Reserve Located in the Democratic Republic of the Congo, the Okapi Wildlife Reserve takes up about one-fifth of the area of the Ituri Forest. The reserve is a UNESCO World Heritage Site and is about one and one-half times the size of Yellowstone National Park. The animals that live there include not only okapi but also chimpanzees, forest elephants, and leopards.



Reading Check
Find Main Ideas
Where is the highest land in Central Africa?

interior of Central Africa all the way to the Atlantic. The Congo provides an important transportation route in the interior, however.

In the southern part of the region, the **Zambezi** (zam-BEE-zee) River flows eastward toward the Indian Ocean. Many rivers in Angola and Zambia, as well as water from Lake Nyasa, flow into the Zambezi. The Zambezi also has many waterfalls along its route, the most famous of which are the spectacular Victoria Falls.

Climate, Vegetation, and Animals

Central Africa lies along the equator and in the low latitudes. Therefore, the Congo Basin and much of the Atlantic coast have a humid tropical climate. These areas have warm temperatures all year and receive a lot of rainfall.

This climate supports a large, dense tropical forest. The many kinds of tall trees in the forest form a complete canopy. The canopy is the uppermost layer of the trees where the limbs spread out. Canopy leaves block sunlight to the ground below.

Such animals as gorillas, elephants, wild boars, and okapis live in the forest. The okapi is a short-necked relative of the giraffe. However, since little sunlight shines through the canopy, only a few animals live on the forest floor. Some animals, such as birds, monkeys, bats, and snakes, live

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ONLINE DOCUMENT-BASED INVESTIGATION

Central Africa's National Parks

The world's second-largest tropical rain forest is in the Congo Basin. Human actions are affecting the tropical forests of Central Africa and the animals that live in them. Governments have set up national park areas to protect the forests. Students can use the map to locate Central Africa's tropical forests.

Analyze Sources What ways could the nations of the world help protect Central Africa's tropical forests? *Possible answer: They could provide funding to organizations that will help protect the tropical forests.*

READING CHECK

Find Main Ideas Where is the highest land in Central Africa? *along the Western Rift Valley*

SPECIAL NEEDS STUDENTS

Low Latitudes and Tropical Climates

- Use a globe or large wall map of the world to review the terms *low latitudes* and *tropical climate*. Have students find the equator on the map or globe. Ask why the area around the equator is known as the *low latitudes*.
- Have students name countries in the low latitudes and define the word *humid*. Ask students if the area in which they live is humid at any time during the year.
- Next, discuss the term *tropical*. Explain that it describes weather or climate that is hot and humid. Have students describe the weather in the tropics in April, July, and December.

- Discuss differences between the words *tropical* and *tropics* and how the terms are related. Give students additional practice by having them explain what the phrases "tropical weather," "tropical islands," and "tropical fruit" mean.

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

in the trees. Many insects also live in Central Africa's forest. Due to the thick vegetation, the people who live in the tropical forests live in small villages near rivers and streams.

North and south of the Congo Basin are large areas with a tropical savanna climate. Those areas are warm all year, but they have distinct dry and wet seasons. There are grasslands, scattered trees, and shrubs. The high mountains in the east have a highland climate. Dry steppe and even desert climates are found in the far southern part of the region.

Reading Check
Summarize
What are the climate and vegetation like in the Congo Basin?

Summary and Preview West Africa is mostly covered with plains. Across these plains stretch four different climate zones, most of which are dry. In Central Africa, mighty rivers, tropical forests, and mineral resources characterize its physical geography. Next, you will learn about the history and culture of West Africa.



The natural habitat of the okapi is the Ituri Forest, a rain forest in Central Africa.

Lesson 1 Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What is the inland delta on the Niger River like?
- b. **Summarize** What is the physical geography of West Africa like?
- c. **Elaborate** Why do you think most of West Africa's cities are located on the coastal plain?
2. a. **Recall** Why do geographers say West Africa's climates are zonal?
- b. **Compare and Contrast** What is one similarity and one difference between the Sahel and the savanna?
- c. **Evaluate** How do you think desertification affects people's lives in West Africa?
3. a. **Describe** What is the Congo Basin?
- b. **Elaborate** How do you think the Congo River's rapids and waterfalls affect the economy of the region?

4. a. **Recall** What part of Central Africa has a highland climate?
- b. **Make Inferences** Why would the thick vegetation of Central Africa forests cause people to live in small villages?

Critical Thinking

5. **Identify Cause and Effect** Review your notes on climate. Using a graphic organizer like the one here, identify the causes and effects of desertification.



Print Assessment

Review Ideas, Terms, and Places

1. a. **Describe** What is the inland delta on the Niger River like? *a network of channels, swamps, and lakes*
- b. **Summarize** What is the physical geography of West Africa like? *mostly plains with a few highlands, including high mountains in the northeast*
- c. **Elaborate** Why do you think most of West Africa's cities are located on the coastal plain? *It is an area with plenty of rainfall and water for farming and transportation.*
2. a. **Recall** Why do geographers say West Africa's climates are zonal? *They stretch east to west in bands or zones.*
- b. **Compare and Contrast** What is one similarity and one difference between the Sahel and the savanna? *Both support*
- some agriculture with enough rainfall; savanna is farther south and has tall grasses, unlike the Sahel.
- c. **Evaluate** How do you think desertification affects people's lives in West Africa? *It takes away land that could be used for farming and cattle grazing.*
3. a. **Describe** What is the Congo Basin? *generally flat region of Central Africa surrounded by plateaus and low hills*
- b. **Elaborate** How do you think the Congo River's rapids and waterfalls affect the economy of the region? *hurt it by reducing travel; help it by promoting tourism and production of electricity*
4. a. **Recall** What part of Central Africa has a highland climate? *high mountains in the east*
- b. **Make Inferences** Why would the thick vegetation of Central Africa's forests

ONLINE INTERACTIVE VISUALS

Image Compare: Geography and Animals

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 Why do you think there are so many animals in Central Africa's forests? *Possible answer: There is plenty of vegetation for animals to eat; the forests provide more protection than open plains.*

Geography and Animals

Central Africa's forests are filled with life. There are so many different animals that it is challenging for biologists to identify them all. Poaching and logging has threatened many of these animals and their habitat. National parks in Central Africa protect the habitat of many animals.

The natural habitat of the okapi is the Ituri Forest, a rain forest in Central Africa.



READING CHECK

Summarize What are the climate and vegetation like in the Congo Basin? *humid tropical climate with warm temperatures year-round and plentiful rain; large, dense tropical forests*

cause people to live in small villages? *Clearing the forests to build larger villages might be too costly and difficult.*

Critical Thinking

5. **Identify Cause and Effect** Review your notes on climate. Using a cause-effect graphic organizer, identify the causes and effects of desertification. *causes—overgrazing, too many trees cut down, soil loss, drought; effects—Sahara expanding southward, loss of farmland, people must move from area*

► Online Assessment

1. How is the coastal plain of West Africa different than the interior plains?

- The coastal plain has most of the region's cities.
- The coastal plain has most of the region's highland areas.
- The coastal plain is where most of the region's crops are grown.
- The coastal plain is where most of the region's livestock is raised.

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

Most cities in West Africa are located **on the coastal plain** ▲.

2. How are human beings contributing to desertification in the Sahel?

- by using well water to grow crops
- by cutting down trees for firewood
- by burning tall grasses to create farmlands
- by removing topsoil to obtain mineral resources

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

Humans are contributing to desertification in the Sahel by **cutting down trees** ▲.

3. Which of the following makes it difficult to reach the Western Rift Valley from the Congo Basin?

- Lake Nyasa
- river rapids
- Lake Tanganyika
- snowcapped mountains

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

The highest mountains in Central Africa lie east of the Congo Basin, along the **Western Rift Valley** ▲.

4. How does the canopy of the tropical forest in Central Africa affect animal life?

- All animals live on the forest floor.
- All animals in the forest can climb.
- Only a few animals in the forest can fly.
- Only a few animals live on the forest floor.

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

Since **little sunlight shines through the canopy** ▲, only a few animals live on the forest floor.

5. **Summarize** Why is the Niger River important to West Africa?

Describe two reasons.

The Niger River is important to West Africa because of its role in supplying food to the people of the region. Many people farm along its banks and fish in its waters. It also serves as an important transportation route in the region, especially during the rainy season.

6. **Make Inferences** How do soil conditions support large populations in the southern countries of the savanna?

The soil in this part of Africa is more fertile than the soil in many other parts of Africa. Fertile soil enables farmlands to be very productive, which in turn supports large populations.

7. **Cause and Effect** Why is it impossible for ships to travel the Congo River from the interior of Central Africa all the way to the Atlantic Ocean?

The Congo River has many rapids and waterfalls, especially near where it empties into the Atlantic Ocean. These obstacles make it impossible for ships to reach the ocean from the interior of the region.

8. **Cause and Effect** How does vegetation affect human settlement in the tropical forest of Central Africa?

The vegetation in this area is very thick. As a result, human settlements are confined to small villages near rivers and streams.

ADDITIONAL INSTRUCTIONAL MATERIALS

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More About ...

Cliffs of Bandiagara In the southwest portion of West Africa is a region containing plains, plateaus, and dramatic cliffs. This region is known as the Cliffs of Bandiagara. It's sometimes called the Land of the Dogon, after a people who work to live in harmony with nature. Because of the harshness of the landscape, the Dogon have been able to protect themselves from outside invaders. Families live in homes made of earth with thatched roofs. The Dogon express their artistry by making elaborate masks which are worn at events such as festivals and funeral rituals. The region contains almost 300 villages, and while ecotourism is promoted, the people strive to maintain their cultural heritage.

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ADVANCED/GIFTED

Major River Deltas

1. Note that the Niger River has one delta inland and one at its mouth in the Gulf of Guinea.
2. Assign individuals or a group to research the deltas of other major rivers such as the Nile, Amazon, or Mississippi. Students should use a chart to compare width, length, climate, and uses.
3. Ask the individuals or the group to display the chart and discuss differences and similarities.

*Alternative Assessment Handbook, Rubric 7: Chart

LINK TO SCIENCE

The Dust Bowl

1. Divide the class into small groups. Explain that the Dust Bowl is a common name for a large area of the southern Great Plains in the United States that suffered greatly from wind erosion and desertification during the 1930s.
2. Have each group conduct research to learn about the causes of the Dust Bowl and then create a poster that compares these causes with the causes of desertification in the Sahel.
3. Have each group display its poster, explain the information, and answer any questions their classmates may have.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 28: Posters

More About ...

Connect to Civics: Politics and Desertification Mauritania and Senegal became independent countries in 1960. Before that, the nomadic people were allowed to move freely with their herds through the region. During a drought, groups would move south into areas of Senegal where conditions weren't so severe. After independence created strong borders between the countries, nomads were no longer allowed to migrate south. They were forced to stay in the Sahel and continue grazing animals there. This overgrazing began the process of desertification in Mauritania.

The Sahel The name *Sahel* comes from the Arabic word for "shore." In the 1970s a severe drought killed around 100,000 people. Today, the area receives only about four to eight inches of rainfall a year, which mainly falls in June, July, and August.

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STRUGGLING READERS

Key Vocabulary

1. List the following terms on the board: *zonal, desertification, savanna, and basin*.
2. Explain the meaning of each term to students, and give an example sentence using each word in context.
3. Then ask students to create a set of flashcards. On one side of an index card, students should draw a picture that helps show the meaning of each word. On the other side, students should write the word's definition. Students can use the pictures to help them remember the meanings of the words as they read the text.

*Alternative Assessment Handbook, Rubric 3: Artwork

COLLABORATIVE LEARNING

Managing the Congo River

1. Explain that while the Congo River is an important transportation route, several problems prevent it from providing even more of the region's needs for energy and transportation. Among these problems are rapids and waterfalls, poorly maintained roads and ports, lack of bridges, and poorly functioning government water management agencies.
2. Divide the class into small groups. Ask each group to research one problem and suggest ways in which it might be solved. For example, a railroad connecting Kinshasa with the city of Matadi on the coast has overcome the limitations of the rapids.
3. Have each group prepare a proposal describing the problem, the causes of the problem, how it might be solved, and equipment or resources needed.
4. Have a member of each group present its proposal to the class. Have the class decide which solutions seem most practical.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 35: Solving Problems

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ENGLISH LANGUAGE LEARNERS

River Deltas

1. To help students understand how river deltas were named, display a Greek delta symbol (Δ).
2. Explain that *delta* is the fourth letter of the Greek alphabet. Ask students why people might have used this name for the area at the mouth of rivers.
3. Ask students for other objects that have a "delta" shape (e.g., highway signs, aircraft wings, triangles).

*Alternative Assessment Handbook, Rubric 11: Discussions

Case Study

Case Study

Mapping Central Africa's Forests

Plan a Walk Divide the class into groups. Designate a one-mile walk in a nearby area that is safe for walking. Arrange to have parent volunteers accompany each group on its walk. If possible, the routes should feature a variety of scenery such as residential neighborhoods, businesses, offices, parks, golf courses, rivers, or lakes and waterfront areas. Before taking the walk, students should decide their group's purpose for the walk. Point out that some of Fay's goals were to measure the effects of human activities on the environment and help geographers plan for the future use of land. Students should take notes as they walk. Have each group decide what types of data they want to gather, such as the number of people on sidewalks, animals, traffic lights, cars, bicycles, parking spaces, trash disposal containers, or types of buildings. Once data is gathered, have groups use their field notes to draw conclusions on what they have observed. Lead the class in comparing the data gathered by the groups.

More About ...

Connect to Today: National Parks In 2002 the campaign by Michael Fay to help preserve Gabon's tropical forests succeeded. Gabon's president responded to the efforts of Fay and other conservationists as well as international organizations like the World Wildlife Fund by creating the country's first national parks. One of the new parks is Loango National Park on Gabon's Atlantic coast. Visitors to Loango can see elephants, buffalo, hippos, gorillas, and leopards. Along Loango's coast, tourists can observe large numbers of humpback and killer whales. Today, Loango National Park is one of 13 national parks or wildlife reserves in Gabon.

Michael Fay After graduating from college in Arizona, Michael Fay spent six years in the Peace Corps working as a botanist in national parks in Tunisia and the savannas of the Central African Republic. He first spent time in the forests of Central Africa when he was working on his doctorate. He did his doctoral work on western lowland gorillas. In the 1990s he helped to create and manage the Dzanga-Sangha and Nouabale-Ndoki parks in the Central African Republic and Congo. His flights in a small plane over the forests of Congo and Gabon drew his attention to the vast forested area and led in 1999 to his 2,000-mile walk and campaign for forest preservation.

Mapping Central Africa's Forests

Background

Imagine taking a walk along a street in your neighborhood. Your purpose is to see the street in spatial terms and gather information to help you make a map. While you walk, you ask the kinds of questions geographers ask. How many houses, apartment buildings, or businesses are on the street? What kinds of animals or trees do you see? Your walk ends, and you organize your data. Now imagine that you are going to gather data on another walk. This walk will be 2,000 miles (3,219 km) long.

A 2,000-Mile Walk

In September 1999 an American scientist named Michael Fay began a 465-day, 2,000-mile walk through Central Africa's forests. He and his team followed elephant trails through thick vegetation. They waded through creeks and mucky swamps.

On the walk, Fay gathered data on the number and kinds of animals he saw. He counted elephant dung, chimpanzee nests, leopard tracks, and gorillas. He counted the types of trees and other plants along his route. He also counted human settlements and determined the effect of human activities on the environment.



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STRUGGLING READERS

Writing a Postcard

- Have students study the two photographs in this Case Study as you read aloud the captions. Ask for volunteers to use their own words to restate the captions. Write the word *clearing* on the board. Have students find the root word in a dictionary and use context clues to decode this word. Ask them to describe what Fay and the elephants are doing in these pictures. Based on what they have read about Fay's walk, what animals and plants might they see on a visit to a forest in Central Africa?

- Have students imagine they are sending a postcard of a photograph from this module to a friend after visiting a national park in Central Africa. Have students write two or three sentences using standard English to describe what they have seen. Encourage students to use a thesaurus to find words that are descriptive.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

Exploring Central Africa



Michael Fay and his team had to chop their way through thick forest and vegetation.



In a clearing, they spotted this group of elephants.

Fay used a variety of tools to record the data he gathered on his walk. He wrote down what he observed in waterproof notebooks. He shot events and scenes with video and still cameras. To measure the distance he and his team walked each day, he used a tool called a Fieldranger. He also kept track of his exact position in the forest by using a GPS, or global positioning system.

What It Means

Michael Fay explained the purpose of his long walk. "The whole idea behind this is to be able to use the data we've collected as a tool." Other geographers can compare Fay's data with their own. Their comparison may help them create more accurate maps. These maps will show where plants, animals, and humans are located in Central Africa's forests.

Fay's data can also help scientists plan the future use of land or resources in a region. For example, Fay has used his data to convince government officials in Gabon to set aside 10 percent of its land to create 13 national parks. The parks will be protected from future logging and farming. They also will preserve many of the plants and animals that Fay and his team observed on their long walk.

Geography for Life Activity

1. Why did Michael Fay walk 2,000 miles?
2. In what practical way has Michael Fay used his data?
3. **Read More about Fay's Walk** Read the three-part article on Michael Fay's walk in *National Geographic*

October 2000, March 2001, and August 2001. After you read the article, explain why Fay called his walk a "megatranssect."

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IDENTIFY POINTS OF VIEW

Write a Letter to the Editor about Gabon's Natural Resources

1. Display the following quote from Michael Fay about his walk: "It makes you wake up to the fact that human beings, even in the 21st century, still don't regard natural resources as something precious. Because if they did, there would be a worldwide effort to preserve these places rather than extract wood out of them as quickly as possible with zero regard for ecosystems..."

2. Have students restate this quote in their own words. Identify any unfamiliar words or expressions.

3. Tell students that Fay describes himself as a conservationist. Have students identify how this quote reflects his point of view. Have them describe Fay's concerns about the natural resources in Gabon. Then discuss other views about this issue.
4. Tell students that they are to write a letter to the editor to a newspaper expressing their own views about Fay's concerns about natural resources.

*Alternative Assessment Handbook, Rubrics 17: Letters to Editors; and 41: Writing to Express

Geography for Life Activity Answers

1. Why did Michael Fay walk 2,000 miles? *to gather data on the plants, animals, people, and infrastructure in Central Africa's forests that will help geographers create more accurate maps of the area*
2. In what practical way has Michael Fay used his data? *Fay's data helped him convince government officials in Gabon to set aside 10 percent of its land to create national parks that will be protected from future logging and farming.*
3. **Read More about Fay's Walk** Read the three-part article on Michael Fay's walk in *National Geographic* from October 2000, March 2001, and August 2001. After you read the article, explain why Fay called his walk a "megatranssect." *Answers will vary. After reading the articles, students should explain that transect means "to cut a line or to divide" and that mega means "large." Fay may have called his walk a "megatranssect" because he cut a very long line through Central Africa.*



West Africa

- Timbuktu
- West Africa: Population
- A West African Village

- **Geographic Feature:** West African Masks
- Excavating Koumbi Saleh
- A Difficult Journey
- Nigerian Independence



► Online Lesson 2 Enrichment Activities

Excavating Koumbi Saleh

Article Students learn about Koumbi Saleh, the ancient capital of Ghana. They learn that in the 1920s, French archaeologists excavated a site that may be the remains of the city. Students then create a diary entry that is written from the perspective of a person who lived in Koumbi Saleh.

Nigerian Independence

Article Students read about the problems the British faced when trying to govern their Nigerian colony and how the Nigerians gained independence. They then imagine they are living in Nigeria during independence and make posters celebrating Nigerian independence.

A Difficult Journey

Article Students read about the challenges traders faced when traveling across the Sahara. These included extreme temperatures, lack of water, enormous distances, and bandits. Students then imagine they are traders and write journal entries describing their trek across the desert.



Teach the Big Idea

1. Whole Class Open/Introduction

If YOU lived there ...

How does this environment affect your life and your future?

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

Consider effects on life NOW:

- must work harder and longer
- cattle at greater risk of hunger and disease

Consider effects on life in the FUTURE:

- could lose cattle and current way of life
- may need to move to the city for work

2. Direct Teach Introduce the Big Idea: *Powerful early kingdoms, European slave trade and colonization, and traditions from a mix of ethnic groups have all influenced West African culture.* Ask students what factors have influenced culture in the United States. Discuss how people from different cultures have influenced holidays, foods, and values. Have students compare our multicultural society with the variety of influences on West African culture.

3. Practice/Assess/Inquire Write headings for two columns on the board: *History* and *Culture*. Begin with the *History* column and ask students to add details about early kingdoms, the slave trade, the colonial era, and independence. Then add details to the *Culture* column about people, languages, religion, clothing, and homes.

4. Explore (Collaborative Exploration) Ask students to write the connections between the *History* and *Culture* columns (e.g., languages influenced by kingdoms and colonial era). Call on students to explain one of their answers.

5. Whole Group Close/Reflect Ask students to select two parts of African culture and compare them in a chart to their local culture. Have them display and explain their charts when complete.

*Alternative Assessment Handbook, Rubric 7: Charts

ONLINE DOCUMENT-BASED INVESTIGATION

West and Central Africa

I Speak of Freedom is the second of three document-based investigations that students will analyze in the West and Central Africa module. In this excerpt, Kwame Nkrumah explains why he thinks Africans should unite rather than divide into separate countries as they gain their independence from European colonizers.

Lesson 2

West Africa

If YOU lived there ...

You live in the Sahel country of Niger, where your family herds cattle. You travel with your animals to find good grazing land for them. In the past few years, however, the desert has been expanding. It is getting harder and harder to find good grass and water for your cattle. You worry about the coming years.

How does this environment affect your life and your future?

History

Much of what we know about West Africa's early history is based on archaeology. Oral history—a spoken record of past events—offers other clues.

Great Kingdoms Ancient artifacts suggest that early trading centers developed into great kingdoms in West Africa. One of the earliest kingdoms was Ghana (GAH-nuh). By controlling the Sahara trade in gold and salt, Ghana became rich and powerful by about 800.

According to legend, Ghana fell to a mighty warrior from a neighboring kingdom in about 1300. Under this leader, the empire of Mali (MAH-lee) replaced Ghana. Mali gained control of the Sahara trade routes. Mali's most famous king, Mansa Musa, used wealth from trade to support artists and scholars. However, invasions caused the decline of Mali by the 1500s.

As Mali declined, the kingdom of Songhai (SAWNG-hy) came to power. With a university, mosques, and more than 100 schools, the Songhai city of Timbuktu was a cultural center. By about 1600, however, invasions had weakened this kingdom.



Merchants from North Africa crossed the Sahara to trade for West African gold and salt.

ONLINE GRAPHIC ORGANIZER

West 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 What are some of the historical, social, and economical challenges West Africa faces today? *historical—European traders enslaved millions of Africans and established colonies; social—rival ethnic groups live within the same countries due to how borders were drawn; economical—some parts of West Africa have few renewable resources and little water*

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: **Timbuktu, animism, extended family, Lagos, famine.**

Historical Source

I Speak of Freedom

As European colonizers left West Africa, some people believed that Africa should not be divided into independent countries. Kwame Nkrumah, a future leader of Ghana, explained in 1961 why he thought Africans should unite.



Analyze Historical Sources

Why did Kwame Nkrumah think Africa would be better off united than divided?

"It is clear that we must find an African solution to our problems, and that this can only be found in African unity. Divided we are weak; united, Africa could become one of the greatest forces for good in the world."

—Kwame Nkrumah, from *I Speak of Freedom: A Statement of African Ideology*

Reading Check
Summarize What impact did Europeans have on West Africa?

The great West African trade cities also faded when the Sahara trade decreased. Trade decreased partly because Europeans began sailing along the west coast of Africa. They could trade for gold on the coast rather than with the North African traders who carried it through the desert.

The Slave Trade For a while, both Europeans and Africans profited from trade with each other. However, in the 1500s the demand for labor in Europe's American colonies changed this relationship. European traders met the demand for labor by selling enslaved Africans to colonists.

The slave trade was profitable for these traders, but it devastated West Africa. Many families were broken up when members were kidnapped and enslaved. Africans often died on the voyage to the Americas. By the end of the slave trade in the 1800s, millions of Africans had been enslaved.

Colonial Era and Independence Even with the end of the slave trade, Europeans wanted access to West Africa's resources. To ensure that access, France, Britain, Germany, and Portugal all claimed colonies in the region in the 1800s.

Some Europeans moved to West Africa to run the colonies. They built schools, roads, and railroads. However, they also created new and difficult problems for the people of West Africa. For example, many West Africans gave up farming and instead earned only low wages working in the new commercial economy.

After World War II, Africans worked for independence. Most of the colonies became independent during the 1950s and 1960s. All were independent by 1974.

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ONLINE HISTORICAL SOURCE

A Forced Journey

Have students read the excerpt and answer the associated question.

Analyze Sources Why might the white men have forced Equiano to eat? *They considered him valuable property that needed to be kept alive.*

ONLINE INTERACTIVE MAPS

African Independence

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

Location When did Mali gain independence? 1960

Teach the Main Idea

In West Africa's history, trade made great kingdoms rich, but this greatness declined as Europeans began to control trade routes.

Recall What are the sources of our knowledge about West Africa's early history? *archaeology and oral history*

Summarize What was the importance of Sahara trade routes in West Africa's early history? *The group that controlled the trade routes dominated the region and gained most of the wealth.*

Draw a Conclusion Why have Europeans been so involved in West Africa's history? *They wanted access to its resources, including using the slave trade as a source of labor and establishing colonies to benefit from mineral and other resources.*

ONLINE DOCUMENT-BASED INVESTIGATION

I Speak of Freedom

In this excerpt, Kwame Nkrumah explained why he believed Africans should unite rather than divide into separate countries as European colonizers left the continent.

In print edition, see Historical Source of same title.

Analyze Sources Why did Kwame Nkrumah think Africa would be better off united than divided? *A united Africa would be a strong world force, but a divided one would be weak.*

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Timbuktu

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

Analyze Visuals How did traders from the north bring their goods to Timbuktu? *They brought their goods in camel caravans.*

READING CHECK

Summarize What impact did Europeans have on West Africa? *Europeans participated in the slave trade, which devastated West Africa; later they established colonies, which led to some improvements for the region but also created problems.*

Teach the Main Idea

The culture of West Africa includes many different ethnic groups, languages, religions, and housing styles.

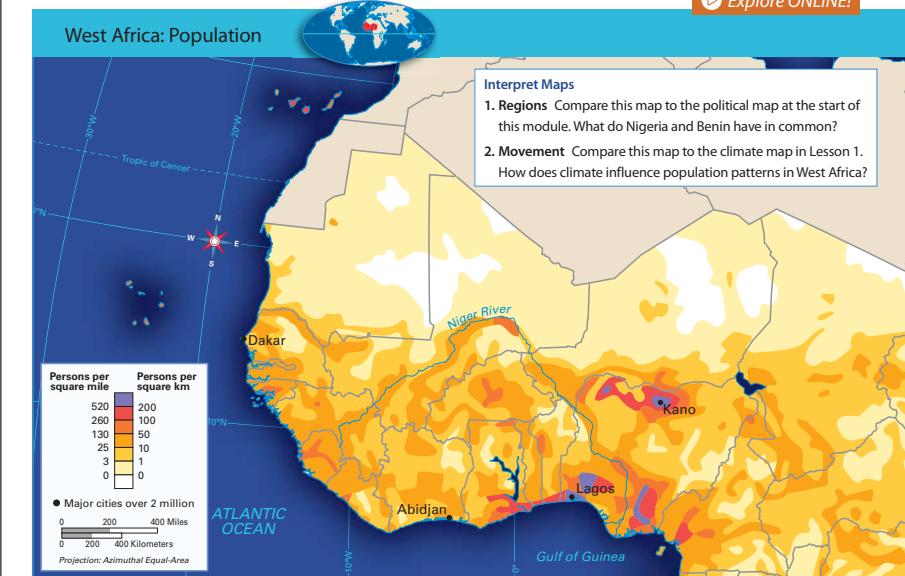
Identify What languages help with communication in West Africa? *colonial languages such as English and French and shared West African languages such as Fula and Hausa*

Make Generalizations How did trade affect religion in the region? *Trade helped introduce the region's two most common religions—Islam from North Africa and Christianity from Europe.*

Make an Inference How important are extended families in the region? *They are very important because they often live near one another in rural villages and in urban areas.*

More About . . .

Languages in Nigeria In many West African nations, people within the same country speak many different languages. For example, there are more than 400 native languages in Nigeria alone, and most people speak more than one language. The three most commonly spoken languages are Hausa, Yoruba, and Igbo, but there are at least eight other major languages. Nigeria selected English as its official language to make communication easier. In trade, though, people often use pidgin English, which combines English with native languages.



Culture

About 5 percent of the world's population lives in West Africa, making it the world's fastest-growing region. With so many people living in this region, West African societies are very diverse. Their culture reflects three main influences—traditional African cultures, European culture, and Islam.

People and Languages West Africa's people belong to hundreds of different ethnic groups. In fact, Nigeria alone is made up of more than 250 ethnic groups. The biggest ethnic groups there are Hausa and Fulani, Yoruba, and Igbo. The Ashanti are a major ethnic group in Ghana. Members of some ethnic groups in West Africa still live in their traditional villages. Other ethnic groups mix with each other in the region's cities.

Because of the way the European colonizers drew political boundaries, country borders sometimes separated members of the same ethnic group. Other borders grouped together peoples that did not get along. As a result, many West Africans are more loyal to their own ethnic groups than they are to their countries.

Because of the huge number of ethnic groups, hundreds of different languages are spoken in West Africa. In some areas, using the colonial languages of French, English, or Portuguese helps people from different groups communicate with each other. Also, West African languages that many people share, such as Fula and Hausa, help with communication in the region.

ONLINE INTERACTIVE VISUALS

Image Compare: West Africa: Population

Have students compare the map and corresponding bar graph showing population growth of West African countries. You may wish to use the associated question as a discussion prompt.

Analyze Visuals About how many people lived in West Africa in 2016, and in what areas did most of these people live? *over 350 million people; major cities and coastal regions*

In print edition, see map of same title.

1. Regions Compare this map to the political map at the start of this module. What do Nigeria and Benin have in common? *Both countries have high population densities and they share a border.*

2. Movement Compare this map to the climate map in Lesson 1. How does climate influence population patterns in West Africa? *Areas with more mild climates, such as tropical savanna, have a higher population density.*

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ONLINE INTERACTIVE CHARTS

Major Nigerian Ethnic Groups

Have students explore the pie chart showing major ethnic groups in Nigeria and then answer the associated question.

Interpret Charts What is the second-largest ethnic group in Nigeria? *Yoruba*

Religion Like peoples and languages, many forms of religion exist in West Africa. Traditional religions of West Africa have often been forms of animism. **Animism** is the belief that bodies of water, animals, trees, and other natural objects have spirits. Animists also honor the memories of ancestors.

The two most common religions came from outside the region. They are Islam and Christianity. North African traders brought Islam to West Africa. Europeans introduced Christianity. Today, most West Africans of the Sahel practice Islam. Many towns there have mosques built of mud. Christianity is the most common religion south of the Sahel.

Clothing, Families, and Homes West Africans wear a mix of traditional and modern clothing styles. Some West Africans, particularly in the cities, wear Western-style clothing. Traditional robes, pants, blouses, and skirts are made from colorful cotton fabrics. Women often wear beautiful wrapped headdresses. Because of the warm climate, most clothing is loose.

Rural homes are small and simple. Many homes in the Sahel and savanna zones are circular. Straw or tin roofs sit atop mud, mud-brick, or straw huts. Large extended families often live close together in the same village. An **extended family** includes the father, mother, children, and close relatives in one household.

In urban areas also, members of an extended family may all live together. In the cities, people may live in houses or high-rise apartments.

Coastal Countries

Several West African countries lie along the Atlantic Ocean and the Gulf of Guinea. Many of these countries have struggling economies and unstable governments. Some countries in this region, including Benin, have literacy rates below 50 percent. This contributes to the challenges faced in this region. Countries with low literacy rates usually have less wealth and a lower standard of living.

Reading Check

Form Generalizations What are some features of West African culture?

Link to the Arts

Masks

Masks are one of the best-known West African arts. They are traditionally carved out of wood only by skilled and respected men. The colors and shape of a mask have specific meanings. For example, the color white represents the spirit world.

Masks are used in ceremonies to call spirits or to prepare boys and girls for adulthood. Ceremony participants often wear a mask as part of a costume that completely hides the body. The wearer is believed to become what the mask represents.

Draw Inferences

Why would someone want to wear a mask?



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ONLINE INTERACTIVE VISUALS

Image with Hotspots: A West African Village

Have students explore the image using the interactive hotspots to learn how West Africans use local resources to make their homes. You may wish to use the associated question as a discussion prompt.

Analyze Visuals What materials are used to build these homes? *mud and cow dung mixed in water, grasses*

In print version, see Quick Facts with same title.

ONLINE INTERACTIVE VISUALS

Image with Hotspots: Regions of Nigeria, 1967

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

Location In which region is Lagos, Nigeria's capital in 1967? *Western Region*

Teach the Main Idea

Most coastal countries of West Africa have struggling economies and weak or unstable governments.

Explain Why was Abuja chosen as the new capital of Nigeria? *because it is centrally located and in an area with a low population density, which could help prevent ethnic conflicts*

Understand Cause and Effect How has a large supply of oil affected Nigeria? *It has good roads and railroads for transporting oil.*

Understand Cause and Effect How have civil wars and other conflicts affected economies in coastal countries? *They have hurt the economies and forced some to rebuild.*

Make an Inference Why do you think griots are important in West Africa? *to pass down the culture to younger generations*

More About . . .

Monrovia The capital of Liberia, Monrovia, was established in 1822 and named after James Monroe, the U.S. president at the time. Liberia's first constitution was modeled after the U.S. Constitution in 1847.

Cabo Verde Because Cabo Verde was a Portuguese colony for several hundred years, the country's official language is Portuguese. However, the national language is called Crioulo, which combines Portuguese with native African elements. Because Cabo Verde is so poor and subject to frequent droughts, people there often emigrate to other countries. It is estimated that more people with Cabo Verdean ancestry live outside the country than in it.

GEOGRAPHIC FEATURE

West African Masks

Have students read the Geographic Feature about West African masks. Masks are used in various ceremonies, for example to call specific spirits.

In print edition, see Link to Arts feature titled *Masks*.

Draw Inferences Why would someone want to wear a mask? *to participate in ceremonies so the wearer can "become" what the mask represents*

READING CHECK

Form Generalizations What are some features of West African culture? *hundreds of ethnic groups and languages; many religions, including traditional religions, Islam, and Christianity; a mixture of traditional and Western-style clothing, buildings, and living arrangements*

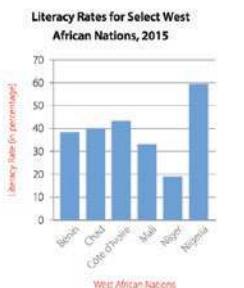
For additional instruction, go to end of lesson.

► ONLINE INTERACTIVE GRAPHS

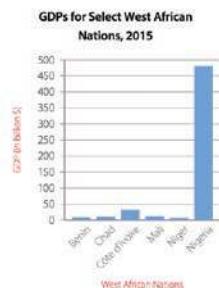
Literacy Rates and GDP for Select West African Nations, 2015

Have students compare the data in the literacy rates graph with that in the GDP graph and note their relationships. Then instruct students to answer the associated question.

Interpret Graphs Which nation has the highest literacy rate and GDP? *Nigeria*



Source: The World Bank; The World Factbook

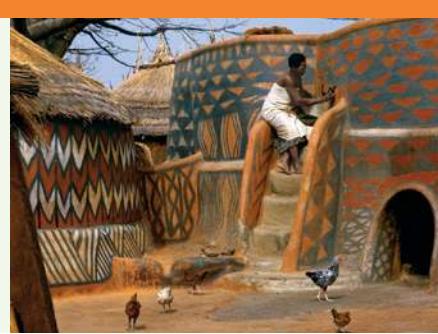


Source: The World Bank; The World Factbook

Quick Facts

A West African Village

- These homes are in Burkina Faso. Trees are scarce in the Sahel and savanna, so there is little wood for construction.
- These homes are made of a mixture of mud, water, and cow dung.
- Women are responsible for painting and decorating the walls of the homes.



Nigeria Nigeria is the second-largest country in West Africa. With more than 186 million people, it has Africa's largest population, sub-Saharan Africa's largest city, and one of the continent's strongest economies.

Like many other former colonies, Nigeria has many different ethnic groups within its borders. Conflicts have often taken place among those ethnic groups. Avoiding conflict was important in choosing a site for a new capital in the 1990s. Leaders chose Abuja (ah-BOO-jah) because it was centrally located in an area of low population density, meaning there were fewer people to cause conflicts. Nigeria's government is now a democracy after years of military rule.

Nigerian Economy Nigeria has some of Africa's richest natural resources. Major oil fields, the country's most important resource, are located in the Niger River delta and just off the coast.

Nigeria specializes in oil trade. Specialization is when a country produces goods it can provide, like oil, to sell to other countries that need those goods. They then use the money earned from this trade to buy goods and services that they cannot produce from other countries. Oil accounts for about 95 percent of Nigeria's export earnings.

Income from oil exports has allowed Nigeria to build good roads and railroads for transporting oil. The oil industry is centered around Lagos (LAY-gahs). Also the former capital, Lagos is the most populous city in West Africa.

Although Nigeria is rich in resources, many Nigerians are poor. One cause of the poverty there is a high birthrate. Nigeria cannot produce enough food for its growing population. Another cause of Nigeria's poverty is a history of bad government. Corrupt government officials have used their positions to enrich themselves.

Senegal and the Gambia Senegal wraps around the Gambia. The odd border was created by French and British diplomats during the colonial era. Senegal is larger and richer than the Gambia, but the two countries do have many similarities. For example, peanuts are their major crops. Also, tourism is becoming more important in both countries.

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► ONLINE INTERACTIVE GRAPHS

Crowding in Lagos

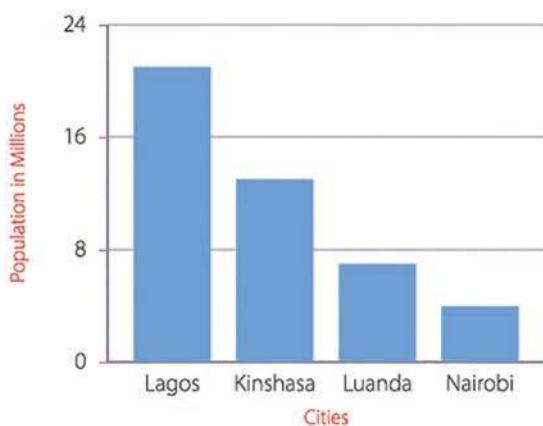
Have students explore the graph that compares the population of Lagos with that of other large sub-Saharan cities. Then have students answer the associated question.

Interpret Graphs About how much larger is the population of Lagos compared to Nairobi? *about 5 times larger*

In print edition, see graph of same title.

Analyze Graphs About how much larger is the population of Lagos compared to Nairobi? *about 17.1 million more people or about 5 times larger*

Sub-Saharan Africa's largest cities



Source: worldatlas.com

LINK TO MATHEMATICS

Comparing Income through a Graph

1. Note that the countries of West Africa are some of the poorest in the world, according to United Nations statistics. The average income for most countries in West Africa is less than \$1 per day.
2. Ask students to prepare a graph comparing the incomes of at least four other countries with the average income in West Africa. One country should be the United States. Students can use an almanac, other library books, or the Internet to find data for their graphs.

3. Students should display their completed graphs.

4. Ask students to imagine living on less than \$1 a day for food, clothing, shelter, and other basic necessities. Ask what the effects of poverty might be on West Africans' health and education.

*Alternative Assessment Handbook, Rubrics 7: Charts; and 11: Discussions

Many people in Senegal and the Gambia speak a language called Wolof (WOH-lawf). Griots (GREE-ohz), or storytellers, are important to the Wolof speakers there and to other West Africans.

Guinea, Guinea-Bissau, and Cabo Verde Guinea and its small neighbor, Guinea-Bissau (GI-nee bi-SOW), are poor countries. Guinea's main natural resource is bauxite, which is used to make aluminum. Guinea-Bissau has undeveloped mineral resources.

Cabo Verde (VUHRD) is a group of volcanic islands in the Atlantic. It is West Africa's only island country. Once a Portuguese colony, Cabo Verde now has one of the most stable democratic governments in Africa. Services such as tourism form the main part of the country's economy.

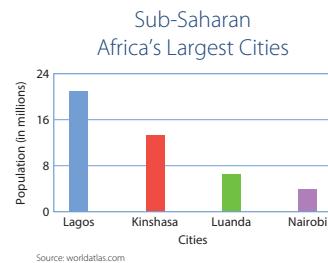
Liberia and Sierra Leone Liberia is Africa's oldest republic. Americans founded it in the 1820s as a home for freed slaves. The freed slaves who settled in Liberia and their descendants lived in towns on the coast. They often clashed with Africans already living there. Those Africans were usually poorer and lived in rural areas. In the 1980s these conflicts led to a civil war, which ended in 2003.

Sierra Leone (lee-OHN) also experienced violent civil war, from 1991 to 2002. The fighting wrecked the country's economy, killed thousands of people, and forced millions from their homes.

Now, both Liberia and Sierra Leone are trying to rebuild. They do have natural resources on which to build stronger economies. Liberia exports rubber and iron ore, while Sierra Leone exports diamonds.

Crowding in Lagos

Lagos is a busy seaport and industrial center. Most people travel in the city by walking, driving, or taking public transportation. Overcrowding leads to problems common in big cities such as traffic jams and poor housing.



Analyze Graphs

About how much larger is the population of Lagos compared to Nairobi?

West and Central Africa 791

ONLINE INTERACTIVE MAPS

West Africa: Land Use and Resources

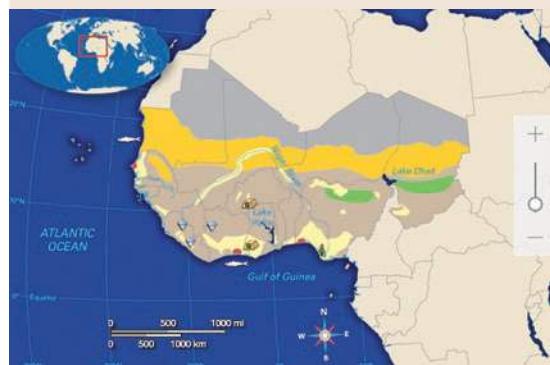
Have students explore the map using the interactive features and answer the associated questions.

Human-Environment Interactions What is the most common type of land use along the Niger River? *commercial farming*

In print edition, see map of same title.

1. Human-Environment Interactions What is the most common type of land use along the Niger River? *commercial farming*

2. Region Compare this map and the *West Africa: Population* map from this lesson to the maps titled *West Africa: Physical and West Africa: Climate* in Lesson 1. Judging from these maps, why is there little economic activity and fewer people living in the north? *The close proximity to the desert, the dry desert climate, lack of bodies of water to transport goods, and lack of resources make this area more difficult to live in than other regions.*



TIERED ACTIVITY

West African Stories and Songs

Below Level

- Discuss with students the importance of stories, myths, and music in our own culture. Examine instances where stories have served to bring people together or emphasize a common history.
- Instruct students to conduct research on West African griots and why they are important to West African culture.
- Have students prepare a multimedia presentation that shares what they have learned.

At Level

- Have students use the Internet or another appropriate source to locate a video of

a griot performing a story or song that relates to West African history or culture.

- Have students incorporate this video into their presentations.

Above Level

- Have students write their own story or song about West African history or culture and add it to their presentations. Remind them to use what they have learned in their research when writing their story or song.

*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; 26: Poems and Songs; and 30: Research

► ONLINE HISTORICAL SOURCE

Fighting Disease in West Africa

Have students read the excerpt and answer the associated question.

Analyze Sources Why might a nonprofit organization such as Doctors Without Borders be more effective than individuals in improving health care around the world? *Possible answers: Such organizations provide structure, publicity, and funds that are necessary for improving health care; those assets are not available to most individuals.*

► ONLINE ANALYZE VIDEOS

Chocolate Shortage Have students watch the video individually or as a class to learn more about how chocolate supplies have not been keeping up with demand. You may wish to use the associated question as a discussion prompt.

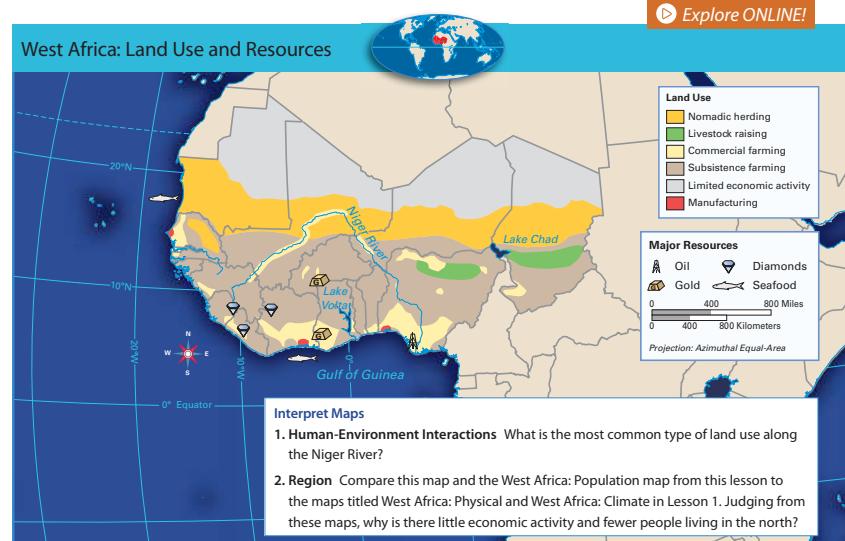
Analyze Videos Why is the supply of chocolate not keeping up with demand? *West African farmers are turning toward crops that are more profitable and easier to grow.*

Watch Channel One News



READING CHECK

Form Generalizations What are the economies of the coastal countries like? *Most are poor and have been hurt by conflicts; most benefit from some mineral or other resources to export.*



Ghana and Côte d'Ivoire Ghana is named for an ancient kingdom. Côte d'Ivoire (koht-dee-VWAHR) is a former French colony whose name means "Ivory Coast" in English. Côte d'Ivoire boasts Africa's largest Christian church building.

These two countries have rich natural resources. Both Ghana and Côte d'Ivoire also have large agricultural industries. Farming makes up about 20 percent of Ghana's gross domestic product (GDP), and farmers make up close to half of Ghana's workforce. It is a big exporter of cacao (kuh-KOW), rice, cassava, peanuts, shea nuts, and bananas. Almost 70 percent of the Côte d'Ivoire population is involved in agriculture. Côte d'Ivoire is a world leader in export of cacao and coffee.

Water pollution threatens the agricultural industry in Ghana and Côte d'Ivoire. Sewage, industrial runoff, and farming chemicals such as fertilizers contaminate the water. When farmers use this polluted water to irrigate their fields, bacteria and viruses from the water spread onto the food. This causes consumers and farmers to become ill.

Togo and Benin Unstable governments have troubled Togo and Benin (buuh-NEEN) since independence. These two countries have experienced periods of military rule. Their fragile economies have contributed to their unstable and sometimes violent politics.

Both Togo and Benin are poor. The people depend on farming and herding for income. Palm products, cacao, and coffee are the main crops in both countries.

Reading Check
Form
Generalizations
What are the
economies of the
coastal countries like?

792 Module 24

SPECIAL NEEDS STUDENTS

Land Use and Resources

1. Have students study the two map keys for the *West Africa: Land Use and Resources* map. Ask students to use their own words to explain why this map has two separate keys.
2. Have students become familiar with the symbols and colors in each of the keys.

3. Then have students create sentences about the map, such as "Seafood is a major resource for people who live off the coast of the Gulf of Guinea" or "Many people who live in central West Africa use the land for subsistence farming."

*Alternative Assessment Handbook, Rubric 21: Map Reading

Sahel Countries

The Sahel region of West Africa includes some of the poorest and least developed countries in the world. The lack of water for drinking and growing food creates challenges for the people of the Sahel. Though around 135 million people live in the Sahel, the eastern and southern parts have little water compared to other parts of Africa. This region of the Sahel has about 18 percent of the renewable water resources in Africa, while other parts of West Africa and Central Africa have about 72 percent. Water scarcity and the expanding desert make feeding the people of the Sahel difficult.

Mauritania, Niger, and Chad Most Mauritanians were once nomadic herders. Today, the expanding Sahara has driven more than half of the nomads into cities. Those who kept the nomadic lifestyle, such as the Taureg, travel in family groups of fewer than 100. They walk or ride camels through the Sahara and the Sahel to lead their herds to water and food.

Many people in cities use buses, trains, or cars to travel. But city-dwellers, as well as the rest of the country, are very poor. Only in the far south, near the Senegal River, can people farm. Near the Atlantic Ocean, people fish for a living. Corrupt governments and ethnic tensions between blacks and Arabs add to Mauritania's troubles.

In Niger (nee-ZHER), only about 11 percent of the land is good for farming. The country's only farmland lies along the Niger River and near the Nigerian border. Farmers there grow staple, or main, food crops, such as millet and sorghum.

In 2005 locusts and drought destroyed Niger's crops. The loss of crops caused widespread **famine**, or an extreme shortage of food. International groups provided some aid, but it was impossible to **distribute** food to all who needed it. In 2007 fighting broke out between Tuareg rebels and government forces. In 2009 President Mamadou Tandja used his emergency powers to dissolve the government. He then instituted changes that would allow him to serve a third term as president.

Chad has more land for farming than Mauritania or Niger, and conditions there are somewhat better than in the other two countries. In addition to farming, Lake Chad once had a healthy fishing industry and

Academic Vocabulary
distribute to divide among a group of people

This aerial view shows how, with just a little water, people can farm in the dry Sahel.



West and Central Africa 793

ENGLISH LANGUAGE LEARNERS

Short Stories

- To help students demonstrate their understanding of life in West Africa, organize the class into pairs to write a fictional story about a child who lives in the region.
- Partners should work together to plan a setting, characters, plot, conflict, and resolution before they write a first draft. Encourage students to incorporate pictures from the lesson in their stories. Emphasize creativity and imagination as pairs are planning.

- Have students write a first draft of the story. Ask them to use sentences of various types and lengths as well as connecting words in their stories. Partners should provide assistance with writing, then edit and revise the story using standard English.
- If time allows, have students read their stories to the class. Allow pairs time to practice reading their stories aloud to one another. Each partner should read part of the story when they present.

*Alternative Assessment Handbook, Rubrics 24: Oral Presentations; and 37: Writing Assignments

Teach the Main Idea

Lack of resources in the Sahel countries is a main challenge to economic development.

Recall In which Sahel country was there a large fishing industry a few years ago? *Chad*

Compare How is the amount of good farmland similar in most Sahel countries? *Good farmland is scarce.*

Identify Cause and Effect How did locusts and drought in the early 2000s affect Niger? *They destroyed most crops and led to widespread famine.*

More About . . .

Poverty in West Africa In rankings by the United Nations, 16 of the 17 countries in West Africa are ranked among the 51 poorest and least developed countries in the world. The rankings consider per capita gross domestic product (GDP); quality of life based on measures such as life expectancy at birth, per capita calorie intake, school enrollment, and literacy; and the weakness of the economy. In seven of these countries, the gross national income (GNI) per capita is below \$3 a day, and many live on \$1 or less a day. Cabo Verde and Ghana are the only West African countries not in this ranking, although they are very poor as well.

READING CHECK

Summarize What are the challenges facing Chad and Burkina Faso? *Drought has hurt agriculture in Chad, and civil war has hurt its economy; thin soil and few mineral resources make Burkina Faso poor; conflict in neighboring countries limits jobs for men looking for work in Burkina Faso.*



supplied water to several countries. However, drought has evaporated much of the lake's water in the past several years. The shrinking of the lake and the lack of water in the region lead to conflicts over control of the remaining water. These conflicts disrupt trade and industry in the region. For example, fishers want farmers to stop using the water for their crops and animals.

The future may hold more promise for Chad. A long civil war finally ended in the 1990s. Also, oil was recently discovered there, and Chad began to export this valuable resource in 2004.

Mali and Burkina Faso The Sahara covers about 40 percent of the land in Mali. The scarce amount of land available for farming makes Mali one of the world's poorest countries. The available farmland lies in the southwest, along the Niger River. Most people in Mali fish or farm in this small area along the river. Cotton and gold are Mali's main exports.

Mali's economy does have some bright spots, however. A fairly stable democratic government has begun economic reforms. Also, the ancient cities of Timbuktu and Gao (GOW) continue to attract tourists.

Burkina Faso is also a poor country. It has thin soil and few mineral resources. Few trees remain in or near the capital, Ouagadougou (wah-gah-DOO-goo), because they have been cut for firewood and building material. Jobs in the city are also scarce. To support their families, many men try to find work in other countries. Thus, when unrest disrupts work opportunities in other countries, Burkina Faso's economy suffers.

Summary and Preview In this lesson, you learned that great kingdoms and European colonists once ruled West Africa and how these historical influences still affect West Africa's diverse cultures. Next, you will learn how native traditions and European colonizers influenced Central Africa.

Print Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What was the significance of Timbuktu? *It was an important educational and cultural center of the Songhai Empire.*
- b. **Explain** How did the slave trade affect West Africa? *It was disastrous because it broke up families, killed many, and took millions away.*
- c. **Evaluate** Do you think West Africans mostly appreciated or disliked the European colonizers? Explain your answer. *Possible answers: appreciated—improved roads and schools; disliked—took native lands and paid low wages*
2. a. **Recall** What do people who believe in animism think about natural objects? *that they have spirits*
- b. **Analyze** How did European colonizers affect tension between ethnic groups? *The Europeans drew political boundaries that caused people in the same ethnic group to be separated. Other borders grouped people who didn't get along.*
3. a. **Compare** What are some similarities between Togo and Benin? *unstable governments, periods of military rule, fragile and poor economies*
- b. **Elaborate** Why do you think countries with poor economies often have unstable governments? *People are unhappy with poor conditions and want to change governments.*

Reading Check
Summarize What are the challenges facing Chad and Burkina Faso?

Lesson 2 Assessment

Review Ideas, Terms, and Places

1. a. **Identify** What was the significance of Timbuktu?
- b. **Explain** How did the slave trade affect West Africa?
- c. **Evaluate** Do you think West Africans mostly appreciated or disliked the European colonizers? Explain your answer.
2. a. **Recall** What do people who believe in animism think about natural objects?
- b. **Analyze** How did European colonizers affect tension between ethnic groups?
3. a. **Compare** What are some similarities between Togo and Benin?
- b. **Elaborate** Why do you think countries with poor economies often have unstable governments?
4. a. **Describe** What caused famine in Niger?

- b. Evaluate** What do you think is the biggest problem facing the Sahel countries? Explain.
- c. Identify and Explain** Which geographic factors best explain the patterns of land use and economic activity shown on the Land Use and Resources map in this lesson?

Critical Thinking

- 5. Compare and Contrast** Review your notes on the coastal countries and the Sahel countries. Then create a Venn diagram to compare and contrast the two regions.



- d. Elaborate** Why do you think countries with poor economies often have unstable governments? *People are unhappy with poor conditions and want to change governments.*
- e. Describe** What caused famine in Niger? *drought and locusts*
- f. Evaluate** What do you think is the biggest problem facing the Sahel countries? Explain. *Possible answer: Poor farmland and desertification make it hard to feed people.*
- g. Identify and Explain** Which geographic factors best explain the patterns of land use and economic activity shown on the Land Use and Resources map in this lesson? *Possible answer: Climate patterns help explain patterns of land use. For example, the area with limited economic activity is in the Sahara, a poor climate for economic activity.*

Critical Thinking

- 5. Compare and Contrast** Review your notes on the coastal countries and the Sahel countries. Then create a Venn diagram to compare and contrast the two regions.
- Coastal—mineral resources, access to seas; Both—poor struggling economies, farming, unstable governments; Sahel—little farmland, drought and famine*

► Online Assessment

- Which of the following enabled a series of great kingdoms to develop in West Africa?
 - switching to an agricultural economy
 - trading goods with European countries
 - controlling trade routes across the Sahara
 - supporting the work of numerous scholars

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

A series of great kingdoms developed in West Africa by controlling the Sahara trade in **gold** and salt.

- Why are the colonial languages of French, English, and Portuguese still spoken in some areas of West Africa?
 - because European powers still maintain political control of these areas
 - because European powers still maintain economic control of these colonies
 - because these languages are connected to the religions practiced in these areas
 - because it allows members of different ethnic groups to speak a common language

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

The colonial languages of **French**, English, and Portuguese are still spoken in some areas of West Africa because it allows different ethnic groups to communicate with each other.

- How have Nigeria's oil resources benefited the country?

- by allowing it to import needed goods
- by allowing it to eliminate poverty and hunger
- by allowing it to teach all of its citizens to read and write
- by allowing it to provide all of its citizens with free health care

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

Nigeria's oil resources allow it to import goods it cannot produce.

- Which of the following provides a reason for hope in difficult times for the economy of Mali?

- salt mines
- food crops
- oil resources
- tourist attractions

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

Although it faces difficult economic times, the ancient cities of Timbuktu and Gao offer hope for **Mali** because they continue to attract tourists.

- Make Generalizations** How did European colonialism affect West Africans?

European colonialism resulted in West Africans losing political and economic control of their societies. After France, Britain, Germany, and Portugal all claimed colonies in the region, some Europeans moved to West Africa to run these colonies. Using this political control, Europeans took control of the economic resources and these colonies and used these resources to benefit themselves rather than West Africans.

- Summarize** How have outside influences affected religious beliefs and practices in West Africa? Explain your answer.

The two most common religions in West Africa, Islam and Christianity, came from outside the region. Islam was brought to the region by North African traders. Europeans introduced Christianity to the region.

- Make Generalizations** What problems in common have Liberia and Sierra Leone experienced in recent years? Describe two problems.

Both Liberia and Sierra Leone have experienced civil wars in the past 20 years. Both countries have also experienced a health crisis caused by an Ebola outbreak in West Africa.

- Summarize** Why are the countries of the Sahel region of West Africa some of the poorest and least developed countries in the world? Explain your answer.

The main challenge Sahel countries face in trying to develop their economies is a lack of resources, especially water. The lack of water makes it very difficult for these countries to grow enough food to feed their populations, and this inadequate food supply makes it difficult for their economies to develop.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 787

More About . . .

Mansa Musa (?–1337) The king of the empire of Mali, Musa was a Muslim who made a famous pilgrimage to Mecca in 1324–1325. He led thousands on the journey through the Sahara to the birthplace of Muhammad in what is now Saudi Arabia. Everyone was dazzled by the king's wealth, since he brought 80 camels loaded with gold and 500 slaves, each carrying a golden staff. When he returned to Mali, he brought many artists and Muslim scholars with him. After this pilgrimage, Mali appeared on European maps.

Kwame Nkrumah (1909–1972) As the leader of a largely nonviolent movement to liberate the Gold Coast from the British, Nkrumah organized strikes and boycotts and was jailed by the British government. Ultimately, however, his efforts were successful. In 1957 Britain granted the Gold Coast full self-government. Nkrumah became the first prime minister of the new nation, which he named Ghana. Later he became Ghana's president for life.

STRUGGLING READERS

Map of West African Colonies

1. Gather copies of a political map of West Africa and of a map of European colonies. Also collect colored markers. Distribute the markers and copies of the map to students.
2. Help students list the different countries that controlled the West African colonies and shade the areas that were once colonies on the map.
3. Discuss how political divisions separated people of the same ethnic groups.

*Alternative Assessment Handbook, Rubric 20: Map Creation

DRAWING CONCLUSIONS

Giving a Speech

1. Have students read the excerpt from *I Speak of Freedom* on this page. Guide students in a discussion of Nkrumah's main point, and ensure that students understand the passage's tone and message.
2. Then write the following Nkrumah quote on the board: "It is far better to be free to govern or misgovern yourself than to be governed by anyone else." Invite students to explain whether they agree or disagree with Nkrumah's statement.
3. Divide the class into pairs. Have partners write a speech about political independence using the same tone that Nkrumah might have used. Have partners take turns presenting their speeches. Call on volunteers to deliver their speeches to the class.

*Alternative Assessment Handbook, Rubric 24: Oral Presentations

ADVANCED/GIFTED

Kingdoms of Ghana, Mali, and Songhai

1. Tell students that the kingdoms of Ghana, Mali, and Songhai were among the most powerful and advanced in the world at the time.
2. Assign small groups to research each kingdom in more depth. Ask each group to compose a poem, story, or song that recounts the major accomplishments and contributions of its assigned kingdom.
3. Have each group present the poem, story, or song in a recording or live performance.

*Alternative Assessment Handbook, Rubrics 26: Poems and Songs; and 30: Research

continued from page 788

COLLABORATIVE LEARNING

Ethnic Groups in Nigeria

1. Divide the class into groups so that each represents an ethnic group in Nigeria. Copy the chart below where students can see:

Ethnic Groups of Nigeria				
Name	Area	Size	Religion	Lifestyle
Hausa-Fulani	North	Largest	Muslim	Villages and cities; farming, commerce
Yoruba	SW	Second	Traditional	Farmers, traders, cities
Igbo	SE	Third	Traditional	Villages, farming
Others	Various	Smaller	Varied	Varied

2. Give each group a few minutes to discuss any concerns that group might have with other ethnic groups, including those connected with religion, economics, fairness, languages, etc.
3. Lead a class discussion which focuses on the concerns of each group and the ways in which differing needs might be addressed.

*Alternative Assessment Handbook, Rubric 11: Discussions

ADDITIONAL INSTRUCTIONAL MATERIALS (*continued*)

continued from page 789

LINK TO THE ARTS

Making Masks

1. Discuss with students the idea of wearing a mask at a ceremony that symbolizes an attribute they would like to have, such as strength, wisdom, honesty, leadership, or musical skill.
2. Instruct each student to make a mask that symbolizes a specific attribute they would like to possess. They can use a paper bag, cutouts from paper, and so on to make their masks. Students may want to conduct research to obtain ideas about how to make their masks appear more authentic.
3. Ask for volunteers to explain the attribute they chose and why they would like to have that attribute.

*Alternative Assessment Handbook, Rubric 3: Artwork

continued from page 793

ANALYZE VISUALS

Dry Farming Techniques

1. Instruct students to analyze the photograph on this page that shows crops planted in rows going in different directions and even in circles.
2. Ask students: Given the problems associated with farming and desertification in the Sahel, why are crops planted like this, even though they might be harder to harvest. *Possible answers; soil is held in place better; it resists wind and water erosion.*
3. Encourage students to suggest other ways farmers might adjust to the conditions of the Sahel.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 35: Solving Problems

continued from page 794

MAKE DECISIONS

Selling at an Open-Air Market

1. To help students better understand open-air markets, tell them they are going to be selling goods at a market in Mali. Have them examine the photograph on this page and then conduct research to learn more about the kinds of goods sold at these markets.
2. Organize the class into pairs. Each pair should come up with a written list of six to eight items they will sell. Students also should provide a reason they have chosen each item.
3. Have students share their lists with one another.

*Alternative Assessment Handbook, Rubric 37: Writing Assignments



Central Africa

- Ivory Trade
- Central African Village Architecture

- **Geographic Feature:** Bantu Languages
- **Geographic Feature:** Malaria in Central Africa
- Modern Africa
- Freedom and Turmoil for Congo

**KEY**

- Non-digital resource

► Online Lesson 3 Enrichment Activities

Modern Africa

Activity Students read about the African Union and then draw a map of Africa today. They identify those nations that are members of the African Union, along with their leaders.

Freedom and Turmoil for Congo

Article Students read about the Congo under Belgium rule and in the first few decades after independence. Then they imagine they are living in the Congo in the early days of Mobutu's rule and write a letter to a friend about their experiences.

Central Africa

The Big Idea

Central Africa's history and culture have been influenced by native traditions and European colonizers.

Main Ideas

- Great African kingdoms and European colonizers have influenced the history of Central Africa.
- The culture of Central Africa includes many ethnic groups and languages, but it has also been influenced by European colonization.
- The countries of Central Africa are mostly poor, and many are trying to recover from years of civil war.
- Challenges to peace, health, and the environment slow economic development in Central Africa.

Key Terms and Places

Kongo Kingdom
dialects
periodic market
copper belt
Kinshasa
inflation
malaria
malnutrition

If YOU lived there ...

You are an economic adviser in Zambia. Your country is poor, and most people are farmers. But scientists say Zambia has a lot of copper underground. With a new copper mine, you could sell valuable copper to other countries. However, the mine would destroy a lot of farmland.

Do you support building the mine? Why or why not?

History

Early humans lived in Central Africa many thousands of years ago. Yet, the descendants of these people have had less impact on the region's history than people from the outside. Peoples from West Africa, and later European colonists, brought their customs to the region and changed the way people lived.

Early History About 2,000 years ago, new peoples began to migrate to Central Africa from West Africa. They eventually formed several kingdoms in Central Africa. Among the most important was the **Kongo Kingdom**. Founded in the 1300s, it was located near the mouth of the Congo River.

The Kongo people established trade routes to western and eastern Africa. Their kingdom grew rich from the trade of animal skins, shells, slaves, and ivory. Ivory is a cream-colored material that comes from elephant tusks.

In the late 1400s Europeans came to the region. They wanted the region's forest products and other resources such as ivory. They used ivory for fine furniture, jewelry, statues, and piano keys. Europeans also began to trade with some Central African kingdoms for slaves. Over a span of about 300 years, the Europeans took millions of enslaved Africans to their colonies in the Americas.

Some African kingdoms became richer by trading with Europeans. However, all were gradually changed and weakened by European influence. In the late 1800s European countries divided all of Central Africa into colonies. The colonial powers were France, Belgium, Germany, Spain, the United Kingdom, and Portugal.

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Teach the Big Idea

1. Whole Class Open/Introduction

If **YOU** lived there ...

Do you support building the mine? Why or why not?

Review the scenario concerning the copper mine 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 to SUPPORT:

- Mining income could be used to buy food.
- Schools could be built or improved.
- Mining could bring more jobs.

Consider reasons NOT TO SUPPORT:

- Farmland would be destroyed.
- Mining could pollute the local environment.
- Mining can be very dangerous work.

2. Direct Teach Introduce the Big Idea: *Central Africa's history and culture have been influenced by native traditions and European colonizers*. Ask students to discuss ways in which they think native traditions would have conflicted with European traditions. For example, how would religious traditions have conflicted? What might have happened as a result?

3. Practice/Assess/Inquire Have students create a three-column chart, with columns labeled *Before Colonization*, *During Colonization*, and *After Colonization*. Ask them to take notes on key events, government, and culture in each phase of the region's history.

4. Explore (Collaborative Exploration) Ask students to use what they learn about Central Africa's history to discuss reasons why European nations may have wanted colonies in this region.

5. Whole Group Close/Reflect Have students write a paragraph describing how the history and culture of the United States might have been different today if it had been a colony of France, Germany, or Spain until the 1960s.

*Alternative Assessment Handbook, Rubric 40: Writing to Describe

ONLINE DOCUMENT-BASED INVESTIGATION

West and Central Africa

The Diamond Industry in Angola is the third of three document-based investigations that students will analyze in West and Central Africa. Students can read the text and examine the image to learn about the diamond industry in Angola.

Teach the Main Idea

Great African kingdoms and European colonizers have influenced the history of Central Africa.

Recall What activity helped the Kongo Kingdom grow? *trade in animal skins, shells, slaves, and ivory along routes to western and eastern Africa*

Explain How did contact and trade with Europeans affect Central African kingdoms? *slowly weakened or destroyed them through slave trade and division of region into colonies*

Make Inferences How did borders drawn by European powers create problems for Central Africa? *Borders ignored the*

homelands of different ethnic groups, which later made it hard for Central African nations on gaining independence to build national unity and strong governments. It also led to conflict among ethnic groups.

More About ...

Change Names Place names in the Democratic Republic of the Congo reflect its history of European influence. The country was known as the Belgian Congo and then as Zaire (1971–1997). When the country was a Belgian colony, its capital was called Leopoldville, after Belgium's King Leopold II. In 1966, after independence, the city's name was changed to Kinshasa.

For additional instruction, go to end of lesson.

Teach the Main Idea

The culture of Central Africa includes many ethnic groups and languages, but it has also been influenced by European colonization.

Recall Why do people who speak Bantu languages sometimes have trouble understanding each other? *They speak different dialects.*

Describe How has Central Africa's colonial history influenced religion in the region? *In former French, Spanish, and Portuguese colonies, many people became Roman Catholic. In British colonies, many became Protestant Christians.*

Predict If Central Africa had not been ruled by European countries, what religious faiths might have been more common? *traditional African religions and Islam in the northern part of Central Africa*

GEOGRAPHIC FEATURE

Bantu Languages

Have students read the Geographic Feature about how the migration out of West Africa of the people who spoke Bantu affected other areas of the continent.

Analyze Visuals How do you think the number of languages affects communication? *Possible answer: People learn more than one language to better communicate; communication can become more difficult.*

Ivory Trade



Ivory traders collected elephant tusks for export to Europe.

Analyze Visuals
Who was involved in the ivory trade?



Many objects were made from ivory, such as this armlet worn by an African king.

These European powers drew colonial borders that ignored the homelands of different ethnic groups. Many different ethnic groups were lumped together in colonies where they had to interact. These groups spoke different languages and had different customs. Their differences caused conflicts, especially after the colonies won independence.

Modern Central Africa Central African colonies gained their independence from European powers after World War II. Some of the colonies fought bloody wars to win their independence. The last country to become independent was Angola. It won freedom from Portugal in 1975.

Independence did not bring peace to Central Africa, however. Ethnic groups continued to fight one another within the borders of the new countries. Also, the United States and the Soviet Union used Central Africa as a battleground in the Cold War. They supported different allies in small wars throughout Africa. The wars in the region killed many people and caused great damage.

Culture

Today, about 173 million people live in Central Africa. These people belong to many different ethnic groups and have different customs.

People and Language The people of Central Africa speak hundreds of different languages. They also speak different **dialects**, regional varieties of a language. For example, although many Central Africans speak Bantu languages, those languages can be quite different from one another.

The main reason for this variety is the number of ethnic groups. Most ethnic groups have their own language or dialect. Most people in the region speak traditional African languages in their daily lives. However, the official languages of the region are European because of the influence

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VISUALS

Ivory Trade

Have students study the image and answer the associated question.

Analyze Visuals Who was involved in the ivory trade? *Africans and Europeans*

ONLINE GRAPHIC ORGANIZER

Central 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 Why do parts of Central Africa struggle economically despite having valuable resources and a good climate for agriculture? *Many Central African countries have corrupt governments, face regional conflict, and have polluted water.*

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: **Kongo Kingdom**, **dialects**, **periodic market**, **copper belt**, **Kinshasa**, **inflation**, **malaria**, **malnutrition**.

READING CHECK

Summarize What role did Europeans play in Central Africa's history? *European slave traders took millions of enslaved Africans to colonies in the Americas. In time, trade with Europeans and the later division of the region into colonies weakened or destroyed African kingdoms.*

For additional instruction, go to end of lesson.

of the colonial powers. For example, French is the official language of the Democratic Republic of the Congo. Portuguese is the language of Angola. English is an official language in Zambia and Malawi.

Religion Central Africa's colonial history has also influenced religion. Europeans introduced Christianity to the region. Now many people in the former French, Spanish, and Portuguese colonies are Roman Catholic. Protestant Christianity is most common in former British colonies.

Two other religions came to parts of Central Africa from other regions. Influenced by the Muslim countries of the Sahel, the northern part of Central Africa has many Muslims. Zambia is the home of Muslims as well as Hindus.

The Arts Central Africa's traditional cultures influence the arts of the region. The region is famous for sculpture, carved wooden masks, and beautiful cotton gowns dyed in bright colors.

Central Africa also has popular styles of music. The *likembe*, or thumb piano, was invented in the Congo region. Also, a type of dance music called *makossa* originated in Cameroon and has become popular throughout Africa. It can be played with guitars and electric keyboards.

Resources and Countries of Central Africa

Central Africa has many resources; however, most of the countries in Central Africa are very poor. After years of colonial rule and then civil war, they are struggling to build stable governments and strong economies.

Resources The tropical environment of Central Africa is good for growing crops. Most people in the region are subsistence farmers. However, many farmers are now beginning to grow crops for sale. Common crops are coffee, bananas, and corn. In rural areas, people trade agricultural and other products in periodic markets. A **periodic market** is an open-air trading market that is set up once or twice a week.

Reading Check
Form Generalizations
What are characteristics of culture in Central Africa?

Quick Facts

Christianity in Central Africa

Christian missionaries established churches and schools throughout Central Africa. Christianity has grown to become the dominate religion of Central Africa. These students attend a Catholic school in Malawi.



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DRAW CONCLUSIONS

Thinking About Traditions and Culture

1. Review the meaning of the term *traditional*. Have students name songs, dances, foods, customs, or art forms that are traditional in your region. Ask students how they learned about these aspects of culture.
2. Create a three-column chart, with columns labeled *People/Language*, *Religion*, and *Arts*. Have students suggest words or phrases that describe aspects of Central African culture for each column. Have them draw conclusions about how each aspect has been influenced by colonial rule or Western cultures.

3. Encourage students to discuss the effects of cultural diversity on the region. Ask students whether the diversity of ethnic groups, religions, and languages makes it easier or harder to build national and regional identities. Have each student write a paragraph giving reasons for his or her conclusions.

*Alternative Assessment Handbook, Rubric 41: Writing to Express

Teach the Main Idea

The countries of Central Africa are mostly poor, and many are trying to recover from years of civil war.

Recall What has been the effect of stable government in Cameroon? *helped economy grow and develop a good system of roads and railways to transport goods such as coffee and cotton for export; helped develop a high standard of living for the region*

Explain Why haven't the people of the Democratic Republic of the Congo been able to develop the country's mineral resources? *Civil war, bad government, and crime have scared away foreign businesses that have the capital and technical skills to help extract and develop these resources.*

Analyze Information How have bad or unstable governments contributed to the economic problems facing Central Africa today? *scared away foreign investors who could help develop resources and infrastructure*

More About . . .

Kleptocracy While building his great personal fortune, President Joseph Mobutu Sese Seko allowed massive government corruption and ignored the deterioration of the country's infrastructure. His rule has been called a kleptocracy, meaning "a government that steals from its own country."

Impact of Oil The discovery and development of large oil reserves in Equatorial Guinea have led to rapid economic growth. Oil wealth has shifted the country's economy from reliance on agriculture to dependence on the oil industry. At one time, cacao was one of the country's main exports. Today, its largest export is oil. The discovery of oil has helped the country, but it has also led to tensions with neighbors Nigeria and Gabon, whose economies also rely heavily on oil. These countries have had disputes over offshore boundaries. For several years, Equatorial Guinea and Gabon fought over ownership of three islands in the gulf, but the two recently agreed to allow joint oil exploration.

READING CHECK

Form Generalizations What are characteristics of culture in Central Africa? *many ethnic groups speaking different languages and official European languages; largely Christian region with many Muslims in the north; famous for sculpture, carved wooden masks, colorful cotton gowns, and musical styles*

For additional instruction, go to end of lesson.

► ONLINE INTERACTIVE VISUALS

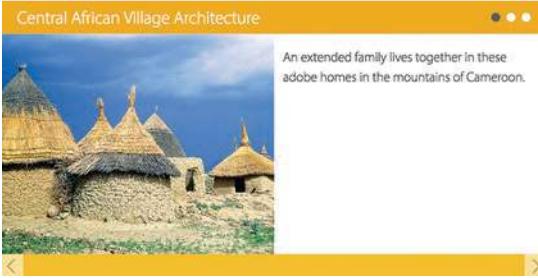
Carousel: Central African Village

Architecture

Have students navigate through the carousel and note how homes vary from one region to another. You may wish to use the associated question as a discussion prompt.

Analyze Visuals How does the construction of the huts help you recognize different climates in Central Africa? *Possible answer: Cameroon has a cooler climate than Angola, which has a tropical climate. Houses in Cameroon are made from mud and straw. There is less grass and fewer trees than in Angola. Houses in Zambia are made of different building materials, reflecting the materials available in its climate zone.*

In print edition, see image titled *Village Architecture*.



NOW & THEN

The Congo

Have students read the Now & Then feature about the history of the DRC, which became a colony of Belgium in 1908. The country finally gained its independence in 1960 and adopted a new constitution in 2006.

Central Africa is rich in other natural resources as well. The large tropical forest provides timber, while the rivers provide a way to travel and to trade. Dams on the rivers produce hydroelectricity, an important energy resource. Other energy resources in the region include oil, natural gas, and coal.

Central Africa also has many valuable minerals, including copper, uranium, tin, zinc, diamonds, gold, and cobalt. Of these, copper is the most important. Most of Africa's copper is found in an area called the **copper belt**. The copper belt stretches through northern Zambia and southern Democratic Republic of the Congo. However, poor transportation systems and political problems have kept the region's resources from being fully developed.

Democratic Republic of the Congo The Democratic Republic of the Congo was a Belgian colony until 1960. When the country gained independence, many Belgians left. Few teachers, doctors, and other professionals remained in the former colony. In addition, various ethnic groups fought each other for power. These problems were partly to blame for keeping the new country poor.

A military leader named Joseph Mobutu came to power in 1965. He ruled as a dictator. During his rule, the government took over foreign-owned industries. It borrowed money from foreign countries to try to expand industry. However, most farmers suffered, and government and business leaders were corrupt. While the economy collapsed, Mobutu became one of the richest people in the world and used violence against people who challenged him.

In 1997, after a civil war, a new government took over. The new government renamed the country the Democratic Republic of the Congo.

The Democratic Republic of the Congo is a treasure chest of minerals that could bring wealth to the country. The south is part of Central Africa's rich copper belt. The country also has gold, diamonds, and cobalt. In addition, the tropical forest provides wood, food, and rubber. However, civil war, bad government, and crime have scared many foreign businesses away. As a result, the country's resources have helped few of its people.

Most people in the Democratic Republic of the Congo are poor. They usually live in rural areas where they must farm and trade for food. Many people are moving to the capital, **Kinshasa**. This crowded city has some modern buildings, but most of the city consists of poor slums.

Central African Republic and Cameroon North of the Democratic Republic of the Congo is the landlocked country of Central African Republic. Since independence, this country has struggled with military coups, corrupt leaders, and improper elections.

Kinshasa is the largest city in the Democratic Republic of the Congo and the second-largest city in sub-Saharan Africa.



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EVALUATE INFORMATION

A Central African Newspaper

1. Organize the class into small groups, and assign each group a Central African country. Tell them they are newspaper editors who are going to create a front page for a newspaper that is published in their assigned country.
2. Instruct students to conduct research to learn about current events in their country. Remind them to use only reliable sources in their research.
3. Have students come up with a list of at least six current events in their country. From this list, they should choose three topics they want to write about.

4. Students should then work individually or in pairs to write the articles. When done, they should proofread one another's articles, correcting any grammar or spelling errors.
5. Students should then create a front page containing the three articles. Encourage students to also create a unique name for their newspaper.
6. Have students share their front pages with the class.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; 23: Newspapers; and 42: Writing to Inform

For additional instruction, go to end of lesson.

Although the country has diamonds and gold, it does not have railroads or ports needed to transport the resources for export. This makes it difficult to trade with other countries. Central African Republic receives some aid from foreign countries, but this is not enough to meet the needs of its people.

Between Central African Republic and the Atlantic Ocean is Cameroon. Unlike most countries in Central Africa, Cameroon is fairly stable. It is a republic. The president is elected and holds most of the power.

Political stability has made economic growth possible. The country has oil reserves and good conditions for farming. Cacao, cotton, and coffee are valuable export crops. A good system of roads and railways helps people transport these goods for export to other countries.

Because of the steady economy, the people of Cameroon have a high standard of living for the region. For example, more people in Cameroon are enrolled in school than in most places in Africa.

Equatorial Guinea and São Tomé and Príncipe Tiny Equatorial Guinea is divided between the mainland and five islands. The country is a republic. It has held elections, but many have seen the elections as being flawed. These elections have kept the same president ruling the country for more than 25 years. Although the discovery of oil has produced economic growth, living conditions for most people are still poor.

The island country of São Tomé and Príncipe has struggled with political instability. In addition, it is a poor country with few resources. It produces much cacao but has to import food. The recent discovery of oil in its waters may help the economy.

Gabon and Republic of the Congo Gabon has had only one president since 1967. For many years, Gabon held no multiparty elections. Gabon's economy provides the highest standard of living in the region. More than half the country's income comes from oil.

Like Gabon, the Republic of the Congo receives much of its income from oil. It also receives income from forest products. Despite these resources, a civil war in the late 1990s hurt the economy.

The Republic of the Congo is mostly urban and growing more so. Many people are moving from villages to cities. The biggest city is the capital, Brazzaville.

Angola Angola won independence from Portugal in 1975. The country then plunged into a long civil war. Fighting finally ended in 2002, and the country has been more stable since then. Angola is now a republic with an elected president.

Even with peace, Angola's economy is struggling. For about 85 percent of the population, subsistence farming is the only source of income. Even worse, land mines left over from the civil war endanger the farmers. A high rate of **inflation**, the rise in prices that occurs when currency loses its buying power, hurt Angola's economy during the early 2000s. Finally, corrupt officials have taken large amounts of money meant for public projects.

ONLINE DOCUMENT-BASED INVESTIGATION

The Diamond Industry in Angola

Angola is one of the world's top producers of diamonds. However, the diamond industry in Angola has damaged its environment. In addition, diamonds helped fund Angola's civil war. Have students read the text and examine the image to learn more about the effects of the diamond industry on Angola.

Analyze Sources How do open-pit diamond mines affect Angola? *They deplete land resources and water supplies; they pollute drinking water.*

DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

The Diamond Industry in Angola

Angola is rich in natural resources. It is one of the top producers of diamonds in the world. Instead of enriching its people, however, the discovery of diamonds in Angola has caused great hardship.

Diamond mining negatively impacts Angola's environment. Many of the diamond mines are open-pit mines, such as the one seen in this illustration. These mines produce a large amount of waste and devastate land resources. Waste and runoff from the mining process also pollutes the water, making it dangerous to drink.

The diamond industry has also created conflict in Angola. During Angola's civil war, one of the factions, the National Union for the Total Independence of Angola (UNITA) seized control of most of Angola's diamond mines. UNITA sold these diamonds to dealers in Europe and other parts of the world to buy weapons. Close to one million people, including civilians, lost their lives during the civil war.

ENGLISH LANGUAGE LEARNERS

Understanding Stability and Instability

- To help students understand life in Central African Republic and Cameroon, write the following statement on the board: "War, disease, and environmental problems have made it difficult for the countries of Central Africa to develop stable governments and economies."
- Circle the word *stable*, and have students look it up in the dictionary. Point out that this word has more than one meaning. Write the definitions on the board.
- Ask students which meaning of the word *stable* best fits the statement on the

board. Review the word *stability*, and have students find the words *stable* and *stability* in this section of text. Have them explain in their own words the meaning of the text.

- Tell the students that the prefix *in-* often means "not." Give examples such as *insecure*, *inactive*, and *incomplete*.
- Write *instability* on the board and have students define it. Check their understanding by having them locate the word in the lesson and explain the meaning of the surrounding text in their own words.

*Alternative Assessment Handbook,
Rubric 1: Acquiring Information

Teach the Main Idea

Challenges to peace, health, and the environment slow economic development in Central Africa.

Regions How have war and diseases such as malaria affected the people of the region? *Possible answer: Wars hurt the economy by reducing the number of workers and destroying resources; disease kills large numbers of people, makes many children orphans, and greatly reduces the number of more experienced workers.*

Make Inferences Why might rapid population growth create a serious problem in Central Africa? *could force countries to share limited resources among more people; could increase malnutrition and food shortages*

Analyze Why might it be difficult to protect Central Africa's environment? *The countries are poor, and people need jobs or farmland to survive; governments may oppose efforts to protect the environment, which might lead to loss of income for struggling economies.*

More About . . .

Connect to Today: Life Expectancy in Central Africa

Although life expectancy rates in Central African nations are improving, they are still lower than life expectancy rates in developed nations. For example, people in Gabon live to age 52, in Cameroon to age 55, in Angola to age 55, and in Malawi to age 53. This compares with a life expectancy of 82 years in France and 79 years in the United States.

Connect to Science: Deforestation In Central Africa, tropical forest loss results from three major sources: clearing of forests for agriculture, cutting wood for fuel, and commercial logging. Many farmers practice shifting or slash-and-burn agriculture. Forest loss also results from the shortage of firewood in rural areas where people cook over wood fires. Global demand for tropical hardwoods such as gaboon mahogany have created a multibillion dollar industry. Problems resulting from deforestation include soil loss from erosion, disruption or destruction of wildlife habitat, decline or loss of plant and animal species, and possible impacts on climate.

READING CHECK

Summarize What are the economies like in Central African countries? *Most are poor. Most countries rely heavily on farming, have mineral or oil resources that must be developed before their economies can grow, and lack the infrastructure needed to benefit from their natural resources.*

Village Architecture

Although Central Africa has several big cities, many people still live in rural villages. Different groups of people have different styles of architecture for their villages. Building materials vary depending on the resources available in the geographic setting.



An extended family lives together in these adobe homes in the mountains of Cameroon.



The strong tropical sun provides power for this hut in Angola.



A family sits outside their home in Zambia.

Analyze Visuals

How does the construction of the huts help you recognize different climates in Central Africa?

Reading Check

Summarize
What are the economies like in Central African countries?

Zambia and Malawi The southernmost countries in Central Africa are Zambia and Malawi. About 85 percent of Zambia's workers are farmers. Though rich with copper mines, Zambia's economy is growing very slowly. It is hurt by high levels of debt and inflation.

Nearly all of Malawi's people farm for a living. About 83 percent of the people live in villages in rural areas. Aid from foreign countries and religious groups has been important to the economy. However, the country has been slow to build factories and industries. In the future, Malawi will probably have to develop its own industries rather than rely on aid from foreign countries.

Issues and Challenges

As you have read, many of the countries in Central Africa have unstable governments and poor economies. These circumstances have been either the cause or effect of the grave challenges that face the region today.

Ethnic and Regional Conflict A mix of ethnic groups and competing desires for power has led to civil war in many of the region's countries. Millions of people have been killed in these wars, especially in the Democratic Republic of the Congo.

Wars have also contributed to poor economies in the region. The people injured in the fighting can no longer work. In addition, the fighting destroys land and other resources that could be used in more productive ways.

Health Like war, disease kills many people in the region. **Malaria** is a disease spread by mosquitoes that causes fever and pain. Without treatment, it can lead to death. In fact, malaria is by far the most common cause of death in Central Africa. A child there dies from malaria every 45 seconds. On the Malaria in Central Africa map, you can see that this disease is a problem almost everywhere.

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COLLABORATIVE LEARNING

Geography Bowl

- Divide the class into teams, and assign each team a Central African country.
- Have each team write five statements that serve as clues to the identity of its country. Clues might be statements such as "this country is landlocked," "has Gabon as its neighbor," "has the Zambezi River as one of its borders," "has the Congo River running through it," and "is part of the copper belt." Have teams write their statements on note cards. Collect all note cards.

- Appoint a timer, and provide a wall map of Africa and a stopwatch. In each round of play, slowly read all clues on a note card aloud. The first team to guess each country gets five points. Teams that guess wrong lose two points. The team with the most points wins. Teams do not play when their clues are read.

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

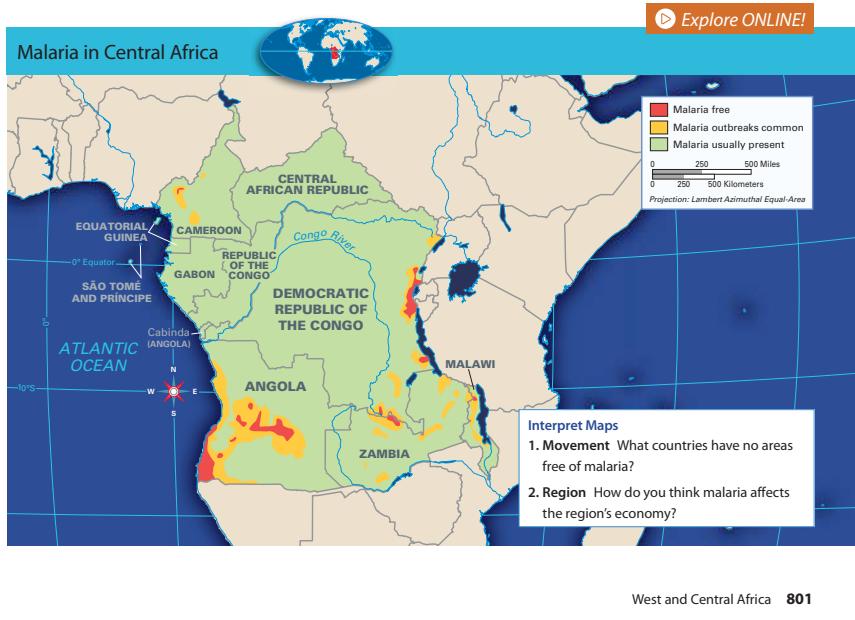
Academic Vocabulary
implement to put in place

International health organizations and some national governments have begun to **implement** strategies to control malaria. These strategies include educating people about the disease and passing out nets treated with insecticide. The nets and medicine are expensive, and not everyone can afford them. However, people who sleep under these nets will be protected from mosquitoes and malaria.

While some countries are beginning to control malaria, another disease is spreading rapidly. HIV, the virus that causes AIDS, is very common in Central Africa. Hundreds of thousands of people die of AIDS each year in Central Africa. There is no cure for HIV infection, and medicines to control it are very expensive. International groups are working hard to find a cure for HIV and to slow the spread of the disease.

Partly because so many people die of disease, Central Africa has a very young population. Almost 45 percent of people living in Central Africa are under age 15. For comparison, only about 20 percent of the people in the United States are under age 15. Although many young people in Central Africa work, they do not contribute to the economy as much as older, more experienced workers do.

Resources and Environment One of the challenges facing Central African countries is the ability to develop and manage their natural resources. Agricultural land is one resource that has become challenging to manage. For example, excessive use of fertilizers in agricultural areas has polluted the water people use and drink.



ADVANCED/GIFTED

Logging in Central Africa

1. Write this statement on the board:
Logging should be allowed in Central Africa's tropical forests. Have groups of students conduct research to learn more about the impact of logging in Central African forests and how it contributes to the economy.
2. Have one group prepare arguments in favor of logging and the other prepare arguments against it. Remind students to back up their arguments with information and facts from reliable sources.
3. Instruct each group to choose a speaker and hold a debate.

*Alternative Assessment Handbook,
Rubric 10: Debates

SPECIAL NEEDS STUDENTS

Making Posters on Malaria

1. Direct students' attention to the photograph of the medical assistant teaching villagers about malaria. Explain that in parts of Central Africa, some adults cannot read or write. Health workers often use pictures rather than words to explain how diseases are spread and how to protect against them.
2. Collect data about malaria. Review the information with students, and then have them create posters to educate people about malaria. Remind them that their posters should use drawings and photographs rather than text.

*Alternative Assessment Handbook,
Rubric 28: Posters

ONLINE INTERACTIVE MAPS

Malaria in Central Africa

Have students explore the map and answer the associated questions.

Location Which country has areas free of malaria?
Angola

In print edition, see map of same title.

- Movement** What countries have no areas free of malaria?
Central African Republic, Republic of the Congo, Gabon, Equatorial Guinea, São Tomé and Príncipe
- Region** How do you think malaria affects the region's economy?
hurts the economy because it reduces the number of people in the labor force and makes sick people much less productive

GEOGRAPHIC FEATURE

Malaria in Central Africa

Have students read the Geographic Feature about the causes and symptoms of malaria, along with current efforts to combat the disease.

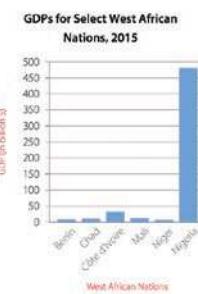
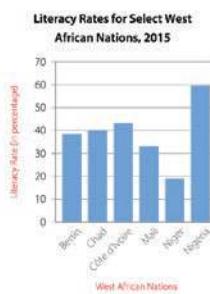
Analyze Visuals Why is it important for these villagers to learn how to prevent malaria?
Malaria is a deadly disease but can be easily prevented; learning how to prevent the disease can save many lives.

ONLINE INTERACTIVE GRAPHS

HIV/AIDS and Life Expectancy in Central Africa

Have students interpret the bar graphs containing information on HIV/AIDS in Central Africa. Then instruct students to answer the associated question.

Interpret Graphs Which country has the lowest life expectancy and highest percentage of adults living with HIV/AIDS?
Zambia



ONLINE ANALYZE VIDEOS

Stunted Children

Have students watch the video individually or as a class to learn about the tragic effects of malnutrition on millions of children in sub-Saharan Africa. You may wish to use the associated question as a discussion prompt.

Analyze Videos How does hunger affect children's ability to learn? *Children do not have enough energy to learn when they are hungry; brain development depends on children getting enough nutrition.*

Watch Channel One News



▶ PLAY VIDEO 4:07

Stunted Children

Channel One News

READING CHECK

Summarize What are some threats to Central Africa's environment? *The destruction of forests by lumber companies hurts animals and vegetation. Mining in open pit mines destroys large areas of land.*

A medical assistant teaches villagers about the prevention of malaria.



In some places, partly because of war, food production has actually declined. Also, food production cannot keep up with the demands of the growing population. The results are food shortages and malnutrition. **Malnutrition** is the condition of not getting enough nutrients from food.

The environment is another important resource that must be managed. Some of Central

Africa's most important industries are destroying the environment. Lumber companies cut down trees in the tropical forest, threatening the wildlife that live there. Mining is also harming the environment. Diamonds and copper are mined in huge open pits. This mining process removes large areas of land and destroys the landscape.

Many people in Central Africa and around the world are working hard and spending billions of dollars to improve conditions in the region. National parks have been set up to protect the environment. Projects to provide irrigation and prevent erosion are helping people plant more crops. Central Africa's land and people hold great potential for the future.

Summary In this lesson you learned how Central Africa's history and culture were influenced by great kingdoms that controlled trade and by Europeans, who originally came to the region looking for trade goods. You also learned that Central African countries are trying to build stable governments and strong economies after years of civil war.

Lesson 3 Assessment

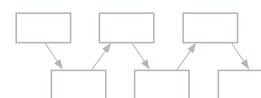
Review Ideas, Terms, and Places

1. a. **Recall** What Central African resource did Europeans value for making jewelry and crafts? *ivory*
 - b. **Explain** How did the Kongo Kingdom become important? *through its establishment of trade routes to western and eastern Africa*
 - c. **Elaborate** How do you think the colonial borders affected Central African countries' fights for independence? *Colonial borders put together people of different ethnic groups with different languages and customs, making the fight for independence harder because of ethnic conflicts and divided loyalties.*
2. a. **Summarize** How did the colonial era affect Central Africa's culture? *Official languages are European; many people are either Roman Catholics or Protestants.*
 - b. **Elaborate** How might Central Africa's culture be different today if the region had not been colonized by Europeans? *no official European languages, more people would follow traditional*

4. a. **Identify** What spreads malaria?
- b. **Explain** How are some countries coping with environmental challenges?

Critical Thinking

5. **Sequence** Review your notes on Central Africa's history. Create a flow chart and put the major events in chronological order.



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religions or Islam, possibly greater variety of traditional cultures and crafts

3. a. **Summarize** What effect did Mobutu Sese Seko's rule have on the Democratic Republic of the Congo? *After Mobutu took over foreign-owned industries and borrowed money from foreign countries, the economy collapsed and his supporters used violence against people who challenged his authority.*
- b. **Evaluate** Do you think Central African countries would benefit more from a stable government or from a strong economy? Explain your answer. *Possible answer: The two are related, and each is important; a stronger economy would help countries build infrastructure. Fewer wars, political conflicts, and less corruption would also help the economy.*

4. a. **Identify** What spreads malaria? *mosquitoes*
- b. **Explain** How are some countries coping with environmental challenges? *People in Central Africa and around the world are trying to improve environmental conditions. National parks and irrigation projects are two examples.*

Critical Thinking

5. **Sequence** Review your notes on Central Africa's history. Using a graphic organizer, put major events in chronological order. *Possible answer: migration to Central Africa from West Africa, rise of the Kongo Kingdom, arrival of Europeans, slave trade grows, Europeans divide region into colonies, independence*

► Online Assessment

1. Which of the following contributed to problems in Central Africa after the colonies won independence?
 - European powers restricted the trade in forest products and ivory.
 - European powers destroyed the trade routes that were the main source of income.
 - European powers encouraged alliances among various ethnic and religious groups.
 - European powers formed colonies that ignored the homelands of different ethnic groups.

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

By drawing colonial borders that ignored the homelands of different ethnic groups, European powers helped to create conflicts among these groups, especially after *the colonies won independence* ▾.

2. How was the official language of each country in Central Africa determined?
 - by the dialect most commonly spoken in the area
 - by the Bantu group that first migrated to the area
 - by the European colonial power that ruled the area
 - by the religion most commonly practiced in the area

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

The official languages of Central Africa are European because of the influence of *the colonial powers* ▾ on the region.

3. Which of the following is making it difficult for Central African countries to fully develop their economic resources?
 - These countries have no large cities.
 - These countries have no fertile lands.
 - These countries have small labor forces.
 - These countries have poor transportation systems.

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

Poor transportation systems ▾ and political problems are keeping Central African countries from fully developing their economic resources.

4. How can people in Central Africa avoid contracting malaria?
 - by taking vitamins
 - by getting vaccinated
 - by sleeping under nets
 - by drinking filtered water

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

Strategies used to control malaria in Central Africa include educating people about the disease and passing out *sleeping nets* ▾.

5. **Summarize** How did the Kongo Kingdom rise to power in Central Africa?

The Kongo Kingdom rose to power in Central Africa by establishing trade routes to eastern and western Africa. The kingdom grew rich from trading animal skins, shells, ivory, and slaves.

6. **Make Generalizations** Why is Protestant Christianity more commonly practiced in some countries in Central Africa than in others?

Europeans introduced Christianity to Central Africa, and the form of Christianity most commonly practiced in each country reflects the European country that colonized it. Former British colonies are more likely to have Protestant Christians than former French, Spanish, and Portuguese colonies, which are more likely to have Roman Catholic Christians.

7. **Summarize** How did Joseph Mobutu's rule affect the Democratic Republic of the Congo?

Mobutu ruled as a dictator, and his economic policies led to the collapse of the country's economy while he became one of the richest people in the world. He used violence against those who challenged his rule.

8. **Summarize** How are industries contributing to environmental problems in Central Africa? Describe two ways.

Agricultural industries sometimes use too much fertilizer, which pollutes the water people use and drink. Lumber industries threaten wildlife when they cut down trees in tropical forests.

ADDITIONAL INSTRUCTIONAL MATERIALS

continued from page 795

The Illegal Ivory Trade Severe poverty, weak law enforcement, and corrupt governments make the African ivory trade hard to stop. Money obtained from illegal ivory sales is often used to fund terrorist organizations, increasing government problems in countries such as the Democratic Republic of the Congo. Poorly equipped park rangers are often the only officials fighting the elephant poachers. In 2014 it was estimated that only about 350,000 savanna elephants and 80,000 forest elephants remain. About 30,000 elephants are illegally killed each year, with most of the ivory going to China. Ivory is extremely valuable—tusks that have been expertly carved can sell for hundreds of thousands of dollars. In late 2017 trading in ivory became illegal in China. Those concerned with the plight of the elephant hope that this will reduce the rate of the ongoing slaughter.

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STRUGGLING READERS

Main Idea and Supporting Details

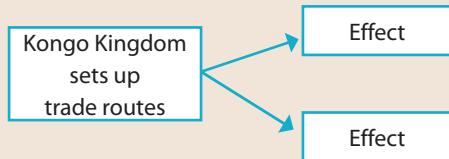
1. Have students follow along as you read aloud the section titled *People and Language*.
2. Ask students to identify the main idea of the text. Check to make sure that students understand that the large number of ethnic groups has led to a wide variety of languages.
3. Ask students to locate details in the text that support the main idea.

*Alternative Assessment Handbook, Rubric 18: Listening

SPECIAL NEEDS STUDENTS

Cause and Effect

1. Help students organize information about the history of the region by drawing this cause-and-effect graphic organizer on the board. Begin by having a student fill in at least one "Effect" box.



2. Next, draw two more graphic organizers with these events for students to complete on the board: *Europeans come to region, European countries divide Central Africa into colonies*. Add additional Effect boxes as needed.
3. Have each student choose an event from modern Central African history and create his or her own cause-and-effect graphic organizer.

*Alternative Assessment Handbook, Rubrics 6: Cause and Effect; and 13: Graphic Organizers

More About . . .

Diversity in Gabon Gabon is a good example of the diversity of people and languages in the region. With a population of a little over 1 million people, it has more than 40 ethnic groups. Almost all of them speak Bantu languages. These languages are different from each other and are not necessarily understood by other Bantu speakers. French is the official language used for trade and government. Many of the Bantu languages do not have written forms.

Connect to Music: Central African Music For many decades, Kinshasa in the Democratic Republic of the Congo was a gathering place for Central Africa's most creative and innovative musicians. They created a style of music known as Afro-pop, which combines traditional African music with popular music and Latin rhythms. Throughout the region, both children and adults play the small, lightweight *likembe*, or thumb piano. This instrument takes its name from the fact that it is small enough to be held in the hands and played with the thumbs. Players make music by plucking the metal or wooden keys. The *likembe* probably first came to Africa from Southeast Asia as a portable xylophone.

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Connect to Economics: Resource Dependence

Because of their dependence on a single resource such as oil or copper or a single crop such as cacao, cotton, or coffee, the fortunes of many Central African countries rise and fall with the prices of their primary exports on world markets. Copper-rich Zambia is an example. During the 1960s and early 1970s, copper prices on the world market rose, and the country became one of the fastest-growing economies in Africa. Beginning in the 1970s, though, the world price of copper fell because of factors beyond Zambia's control. Throughout the country, incomes fell and poverty levels rose. Today, many countries in the region are striving to develop more diversified economies.

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LINK TO GOVERNMENT

A Congo River Association

1. As a class, discuss the advantages of creating government organizations made up of several states or countries. Consider ways that such organizations work on economic, political, or environmental issues.
2. Organize the class into groups. Assign each one a Central African country. Tell students that a Congo River Association is forming to help solve the region's problems. Its founders believe the Congo River may be the key to economic development of poorer and landlocked countries in Central Africa.
3. Have each group consider their country's location, resources, and problems to decide whether it would be in the country's interests to join the organization.
4. Have each group make a presentation about whether they think such an organization is needed, how their country might contribute to it, and how working together might improve the region.

*Alternative Assessment Handbook, Rubrics 14: Group Activity; and 24: Oral Presentations

Social Studies Skills

Interpret a Population Pyramid

Define the Skill

A population pyramid is a graph that shows the percentages of males and females by age group in a country's population. The pyramids are split into two sides. Each bar on the left shows the percentage of a country's population that is male and of a certain age. The bars on the right show the same information for females.

Population pyramids help us understand population trends in countries. Countries that have large percentages of young people have populations that are growing rapidly. Countries with more older people are growing slowly or not at all.

Learn the Skill

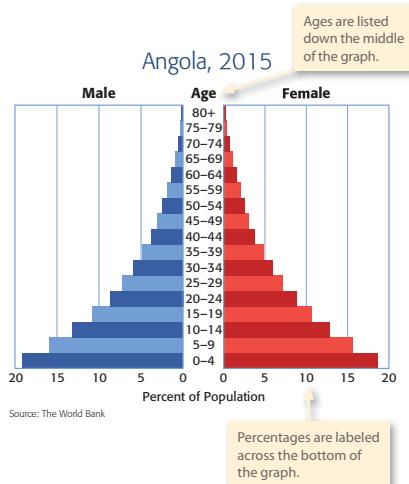
Interpret information from the population pyramid graph of Angola to answer the following questions.

1. What age group is the largest?
2. What percent of Angola's population is made up of 15- to 19-year-old males?
3. What does this population pyramid tell you about the population trend in Angola?

Practice the Skill

Do research at the library or on the Internet to find age and population data for the United States. Use that information to answer the following questions.

1. What age group is the largest?
2. Are there more males or females over age 80?
3. How would you describe the shape of the population pyramid?



West and Central Africa 803

Social Studies Skills

Interpret a Population Pyramid

Numerous Internet sites, including the U.S. Census Bureau, provide population pyramids for every country in the world. Bring to class or have students search the Internet for population pyramids of Yemen, Niger, or the Democratic Republic of the Congo. These three countries have populations that are among the top five youngest in the world. Students can also search for population pyramids for the three countries with the oldest populations: Japan, Italy, and Greece.

Organize the class into groups. Give each group a population pyramid, and have the groups compare their country's pyramid with the one for Angola. Conclude by having each group predict what the future needs of its country will be for primary schools, doctors, hospitals, senior care, and other facilities or services.

*Alternative Assessment Handbook, Rubric 12: Drawing Conclusions

Learn the Skill

Interpret information from the population pyramid graph of Angola to answer the following questions.

1. What age group is the largest? 0–4
2. What percentage of Angola's population is made up of 15- to 19-year-old males? About 10 percent
3. What does this population pyramid tell you about the population trend in Angola? Possible answer: Because there are large numbers of young people, the population is growing rapidly.

Practice the Skill

Do research at the library or on the Internet to find age and population data for the United States. Use that information to answer the following questions.

1. What age group is the largest? ages 35–44
2. Are there more males or females over age 80? females
3. How would you describe the shape of the population pyramid? Possible answer: a modified pyramid that looks like a pagoda

Module 24 Assessment

Print Assessment

Review Vocabulary, Terms, and Places

For each statement below, write **T** if it is true and **F** if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

1. West Africa's climate is described as savanna because it is organized by zone. **F**; zonal
2. Animism, a belief that natural objects have spirits, is a traditional religion in West Africa. **T**
3. An extended family is one that includes a mother, father, children, and close relatives in one household. **T**
4. Loss of crops can cause widespread famine. **T**
5. Timbuktu is the largest city in Nigeria. **F**; Lagos
6. The Niger River flows through many countries in West Africa and empties into the Gulf of Guinea. **T**
7. The capital of the Democratic Republic of the Congo is Kongo Kingdom. **F**; Kinshasa
8. Malnutrition is a disease spread by mosquitoes that causes fever and pain. **F**; malaria

Comprehension and Critical Thinking

LESSON 1

9. a. **Identify and Explain** Where is the Sahel located? Why is it there? How is its location related to the location of other environments? *Possible answer: south of the Sahara; because it has a steppe climate which has more rainfall and vegetation than the Sahara; it divides the desert to the north from wetter areas to the south*
- b. **Make Inferences** What are some problems caused by desertification? *Soil blows away, leaving less land for grazing and agriculture.*
- c. **Contrast** How does the geography of West Africa differ from that of Central Africa? *West Africa has less diverse landforms. It mainly consists of rivers and plains, whereas Central Africa has tall mountains, rivers, flat lands, low hills, and plateaus.*

LESSON 2

10. a. **Recall** What religion do most people in the Sahel practice? *Islam*
- b. **Analyze** What role did trade play in the early West African kingdoms and later in West Africa's history? *Control of the trade route brought wealth and power; European countries traded with and later colonized West Africa to gain access to its resources.*
- c. **Identify** Which country in West Africa has an economy based nearly entirely on oil? *Nigeria*

LESSON 3

11. a. **Recall** When did European countries divide Central Africa into colonies? *late 1800s*
- b. **Contrast** How do you think the perspectives of the Central Africans and Europeans differed on colonialism? Why do you think they differed? *Central Africans: Colonialism may have seemed intrusive and wrong because it weakened their countries and redrew*

Review Vocabulary, Terms, and Places

For each statement below, write **T** if it is true and **F** if it is false. If the statement is false, write the correct term that would make the sentence a true statement.

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Comprehension and Critical Thinking

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- b. **Contrast** How do you think the perspectives of the Central Africans and Europeans differed on colonialism? Why do you think they differed?
- c. **Identify** What are the diseases that affect many people in Central Africa?

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ONLINE DOCUMENT-BASED INVESTIGATION

West and Central Africa

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

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

RUBRIC

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

Analytical Essay How have geographic features and historical forces helped cause the challenges faced by West and Central Africans? Write an analytical essay in which you answer this question. Be sure to discuss various historic, cultural, and geographic factors that threaten the region's people and places.

Module 24 Assessment, continued

Reading Skills

Use the Reading Skills taught in this module to complete this activity. Look over your notes and reread Lesson 1. Use the information on climate and vegetation to answer the following questions.

12. How are the Sahara and the Sahel similar?
13. How are the Sahara and the Sahel different?
14. Compare the Sahel and the savanna zone. How are they similar?
15. Contrast the savanna region and the humid tropical region along the coast. How are these areas different?

Social Studies Skills

Interpret a Population Pyramid Use the graph in the Social Studies Skills of this module to answer the following questions.

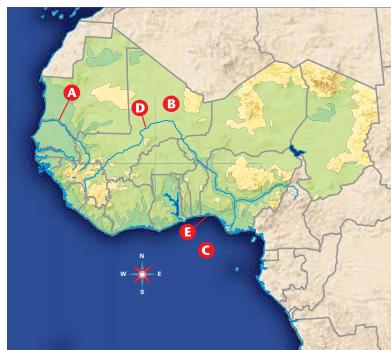
16. **Interpret Graphs** What age group is the smallest?
17. **Evaluate** Use the population pyramid graph to pose and answer a question about population patterns in Angola.
18. **Organize Information** Organize information from the population pyramid graph into a written summary of population trends in Angola.

Map Activity 21st CENTURY

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

Niger River
Lagos, Nigeria
Gulf of Guinea

Senegal River
Mali



Focus on Writing

20. **Present an Oral Description** Read over your notes. Then prepare a brief oral presentation about a day in the life of someone from West Africa. Tell about the land, climate, and vegetation. Describe the culture, including family life. Tell what this person does for a living. With a partner, practice your presentation. As you present, make eye contact and speak clearly. Plainly state your topic and main ideas. For supporting ideas and details, use descriptive language that will interest your audience. Then listen as your partner presents. Practice active listening and take notes. Ask questions to clarify anything that was unclear or confusing. Review your notes right away to make sure that you understand what was said. Finally, summarize aloud your partner's main points.

their borders, causing conflicts; Europeans: Colonialism may have seemed advantageous because European countries could spread Christianity and gain natural resources. They differed because one group was being exploited (Central Africans), while the other group was gaining more influence and wealth (Europeans).

- c. **Identify** What are the diseases that affect many people in Central Africa? *malaria, AIDS*

Reading Social Studies

Use the Reading Skills taught in this module to complete this activity. Look over your notes and reread Lesson 1. Use the information on climate and vegetation to answer the following questions.

12. How are the Sahara and the Sahel similar? *Both are dry with sparse vegetation and support few people.*
13. How are the Sahara and the Sahel different? *The Sahara supports almost no plants or farming and gets very little rain; the Sahel supports some plants and grazing and gets uneven rainfall.*
14. Compare the Sahel and the savanna zone. How are they similar? *Both support some vegetation and get some rain; both support farming.*
15. Contrast the savanna region and the humid tropical region along the coast. How are these areas different? *Savanna plants are only grasses, scattered trees, and shrubs because of less rain; the humid tropical region supports dense forests and lots of wildlife because of plenty of rain.*

Social Studies Skills

Interpret a Population Pyramid Use the graph in the Social Studies Skills of this module to answer the following questions.

16. **Interpret Graphs** What age group is the smallest? *80+*
17. **Evaluate** Use the population pyramid graph to pose and answer a question about population patterns in Angola. *Students' responses will vary but should show an understanding of the population patterns in Angola.*
18. **Organize Information** Organize information from the population pyramid graph into a written summary of population trends in Angola. *Students' responses will vary but should show an understanding of how to summarize population trends in Angola.*

Essential Question ESSAY

How are West and Central Africa shaped by their diverse climates and people groups?

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 West and Central Africa's various climates and peoples. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

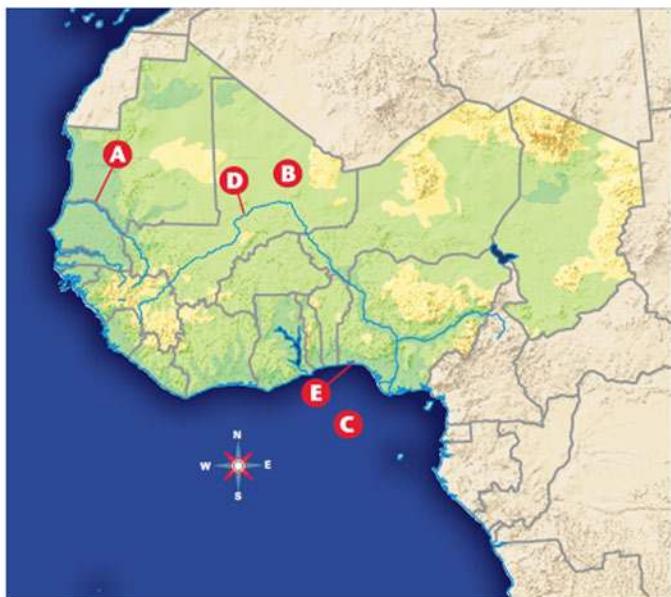
Alternative Activity Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

Print Assessment (*continued*)

Map Activity

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



Niger River **D** Senegal River **A**
Lagos, Nigeria **E** Mali **B**
Gulf of Guinea **C**

Focus on Writing

20. **Present an Oral Description** Read over your notes. Then prepare a brief oral presentation about a day in the life of someone from West Africa. Tell about the land, climate, and vegetation. Describe the culture, including family life. Tell what this person does for a living. With a partner, practice your presentation. As you present, make eye contact and speak clearly. Plainly state your topic and main ideas. For supporting ideas and details, use descriptive language that will interest your audience. Then listen as your partner presents. Practice active listening and take notes. Ask questions to clarify anything that was unclear or confusing. Review your notes right away to make sure that you understand what was said. Finally, summarize aloud your partner's main points.

Students' oral descriptions should:

- describe the land, climate, and vegetation
- be written from the point of view of someone living in West Africa
- include facts about culture and family life
- clearly identify main ideas and details

► Online Assessment

1. Select the answer choices from the drop-down lists to complete the sentence correctly.

The most important river in West Africa is the **Niger** , which empties into the **Gulf of Guinea** .

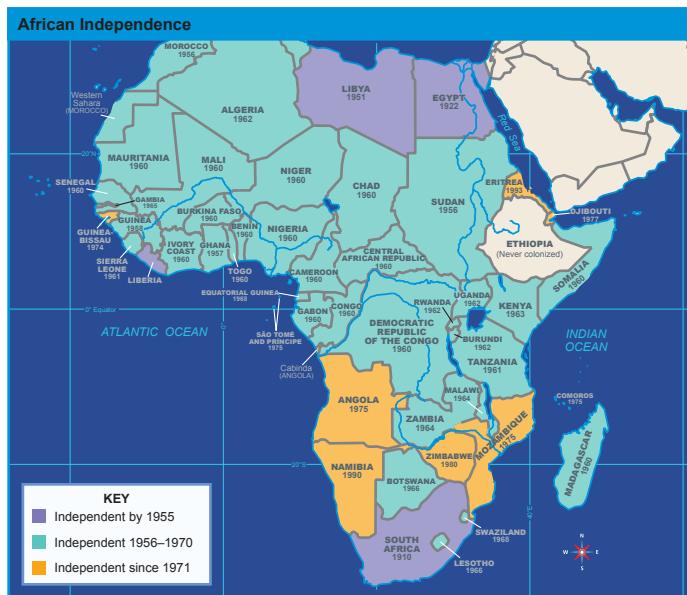
2. Drag the name of the climate type into the box next to the area of West Africa where it can be found.

Nigeria	savanna
the Sahel	steppe
the Sahara	desert
the Atlantic coast	humid tropical

3. How are the areas north and south of the Congo Basin different from the Congo Basin?

- They have small villages.
- They have thick vegetation.
- They have distinct dry and wet seasons.
- They have large animals such as gorillas and elephants.

4. Use the map to answer the question.



Which statement accurately describes African independence?

- Most African countries gained their independence by 1970.
- Libya was the last African country to gain its independence.
- Many African countries gained their independence by 1955.
- Ethiopia was the first African country to gain its independence.

5. Drag the name of the coastal country into the box next to the description of its economy.

It specializes in oil trade.	Nigeria
Its major crop is peanuts.	Senegal
Its main resource is bauxite.	Guinea
Its major exports are rubber and iron.	Liberia
Its main crops are palm products, cacao, and coffee.	Benin

6. How is the Sahel region of West Africa different from the rest of West Africa?

- It has few nomadic herders.
- It has plenty of fertile farmland.
- It has plenty of wealthy residents.
- It has few renewable water resources.

7. Drag the events from the history of Central Africa into chronological order from top to bottom.

- A slave trade developed in Central Africa.
- Europeans arrived in Central Africa.
- Many different ethnic groups were lumped together in colonies.
- Some Africans fought bloody wars to win their independence.
- Central Africa became a battleground in the Cold War.

8. How has agriculture in Central Africa changed in recent years?

- Many farmers are now beginning to grow crops for sale.
- Many farmers now trade agricultural products in rural areas.
- Many farmers now trade agricultural products in urban areas.
- Many farmers are now beginning to grow crops just for their families.

9. Which of the following statements accurately describe malaria?

Select the **three** correct answers.

- It cannot be prevented.
- It causes fever and pain.
- It is spread by mosquitoes.
- It mainly affects people over the age of 50.
- It is the most common cause of death in Central Africa.
- It is most commonly contracted in the national parks of Central Africa.