UNIT 7 RESOURCES

Africa South of the Sahara

CHAPTER 20  Physical Geography of Africa South of the Sahara
CHAPTER 21  Cultural Geography of Africa South of the Sahara
CHAPTER 22  The Region Today: Africa South of the Sahara
Book Organization

Glencoe offers resources that accompany World Geography and Cultures to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Each resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources, and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate.

UNIT-BASED RESOURCES

We have organized this book so that all unit resources appear in the first part of the unit resources book. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although World Literature Contemporary Selection 7 appears in the front part of this book, you may plan to use this activity in class during the study of the cultural geography of Africa south of the Sahara in Chapter 21.

CHAPTER-BASED AND SECTION-BASED RESOURCES

Chapter-based resources follow the unit materials. For example, Chapter 20 blackline masters appear in this book immediately following Unit 7 materials. The materials appear in the order you teach—Chapter 20 activities; Chapter 20, Section 1 activities; Chapter 20, Section 2 activities; and so on. Following the end of the last section activity for Chapter 20, the Chapter 21 resources appear.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear in the book.

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To the Teacher

THE TOTAL PACKAGE—WORLD GEOGRAPHY AND CULTURES CLASSROOM RESOURCES

Glencoe’s Unit Resources books are packed with activities for the varied needs of all your students. They include the following activities.

ACTIVITIES FOUND IN UNIT RESOURCES BOOKLETS

• **Location Activities**
  These activities help students master the locations of countries, important cities, and major physical features in the region of study. These activities also reinforce students’ awareness of the relationships among places in the region.

• **Real-Life Applications and Problem Solving Activities**
  These activities present a series of realistic geographic issues and problems that students are asked to solve. The activities are designed to utilize the kinds of critical thinking and geography skills that students need to make judgments, develop their own ideas, and apply what they have learned to new situations.

• **GeoLab Activities**
  These activities give students the opportunity to explore, through hands-on experience, the various geographic topics presented in the text.

• **Environmental Issues Case Studies**
  These case studies provide students with the opportunity to actively explore environmental issues that affect each of the world’s regions. Case studies include critical thinking questions and activities designed to extend students’ knowledge and appreciation of environmental challenges.

• **World Literature Contemporary Selections**
  These readings provide students with the opportunity to read literature by or about people who live in each of the world’s geographic regions. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.

• **Vocabulary Activities**
  These review and reinforcement activities help students to master unfamiliar terms used in the Student Edition. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.

• **Reteaching Activities**
  These are a variety of activities designed to enable students to visualize the connections among facts in the text. Graphs, charts, tables, and concept maps are among the many types of graphic organizers used.

• **Reinforcing Skills Activities**
  These activities correspond to lessons in the SkillBuilder Handbook at the end of the Student Edition. The activities give students the opportunity to gain additional skills practice. In addition, students are challenged to apply the skills to relevant issues in the region of study.

• **Enrichment Activities**
  These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the Student Edition. Enrichment activities help students develop a broader and deeper understanding of the physical world and global community.

• **Guided Reading Activities**
  These activities provide help for students who are having difficulty comprehending the student text. Students fill in missing information in the guided reading outlines, sentence completion activities, or other information-organizing exercises as they read the text.
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**Location Activity 7A**

*Use with Unit 7*

**DIRECTIONS:** Label each country and city using the maps on pages 498–501 of *World Geography and Cultures.*
**Location Activity 7B**

**DIRECTIONS:** Write the correct name for each numbered physical feature in the corresponding blank below.

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
11. ________________
12. ________________
Real-Life Applications & Problem Solving

Distributing Water Resources

Assume the role of an official with the United Nations. You are serving on a committee whose job is to increase and distribute water resources to areas surrounding the Desert Grande. These countries have suffered drought and desertification. Lack of water has led to crop failures and the death of livestock, which in turn have brought famine. The map below depicts the region and the resources that are available.

As you consider ways to increase the distribution of water, take into consideration the available resources, the technology needed to make use of these resources, and the benefit and cost of taking these measures. After considering all of these factors, write a proposal outlining how you would distribute water to the areas where it is most needed.

1. List the water resources with the most potential for human use.
2. Which areas will need the most water? Consider the needs of urban populations and agricultural areas.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How can these water resources be put to use in the areas that need them?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What are the benefits and costs of these solutions? Consider both short-term and long-term consequences.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. What other measures might the countries take to conserve the available water?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

After you have answered the questions, write a proposal for distributing water resources. Keep in mind that one program will not solve the entire problem. Be sure to discuss the desired outcomes and the means of implementing the solutions.

Proposal: Best Possible Means of Distributing Water Resources

I recommend: ____________________________________________________________

________________________________________________________________________

________________________________________________________________________

The benefits of doing so include: ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
In this GeoLab Activity, you will have the opportunity to grow alum crystals.

Growing Crystals

Overview

How are diamonds and ordinary salt alike? Both have a crystalline structure. Crystals have a regular geometric pattern of molecules repeated over and over again. Crystals make up much of the mineral wealth of Africa. They also form many familiar substances you see or use every day. In fact, crystals make up most inorganic, or nonliving, substances. Crystals include quartz, rocks, gems, and most semiprecious stones. Sugar, sand, ice, and snowflakes are crystals, too. Even the earth’s crust is crystalline.

Crystals develop in an unusual way, considering that they are nonliving. They grow, but unlike living things, crystals grow from the outside, not by being nourished from within. A crystal grows when the right kinds of atoms of other materials reach its surface and take up places in its geometric pattern. These additional atoms extend the pattern of the crystal outward and increase its mass, making it appear to grow.

One way to understand the crystal formation process is to grow some crystals yourself. In this activity you will grow crystals from alum, a powdery substance used in making pickles. You can find alum in the spice section of a supermarket or at a pharmacy. You also can follow the procedures used in the activity to grow crystals from various substances, including salt and sugar.

Objectives

1. To demonstrate the process of crystal formation.
2. To observe the properties of a common crystal.

Materials

- stainless steel saucepan
- 2 1/4 cups (530 ml) water, preferably distilled or filtered
- 1/2 cup (110 g) alum
- spoon for stirring
- small glass
- wide-mouthed glass jar
- tablespoon
- piece of cloth
- pencil
- long piece of string or thread
- paper tissues
- jar with screw top for storage
GeoLab Activity

Procedures

A. Pour the water into the saucepan, and add the alum. Place the pan on a burner, and heat the mixture slowly, stirring it to dissolve the alum. When the powder has dissolved, remove the pan from the heat and allow the mixture to cool.

B. Pour a small amount of the mixture (1 ounce [30 ml]) into a small glass, and put it aside to cool further. Pour the rest of the mixture into the glass jar, stirring in an extra tablespoon of alum to make a saturated, or drenched, solution. Cover the jar with the piece of cloth.

C. Check the mixture in the glass several times a day for solid pieces of alum. When the pieces are large enough to be handled easily but are not yet touching each other, use tweezers to remove the largest piece, or pour off the solution and dump all the pieces on a paper tissue. Carefully dry the largest piece to use as a seed crystal.

D. Wash and dry your hands. Tie one end of a piece of string or thread around the seed. Tie the other end to the middle of the pencil. Place the pencil across the top of the jar so that the seed crystal dangles in the solution. Make sure the seed crystal does not touch the bottom or sides of the jar.

E. Put the jar in a place where it will not be disturbed and where the temperature will remain relatively warm and constant. Let the crystal grow for about two weeks. Check it every day and record what you see. As the solution evaporates, crystals should form around the seed crystal on the string or thread.

F. When the solution has completely evaporated, remove the crystal from the jar. Do not overhandle it because perspiration from your hands or other water will damage its shape. Wrap the crystal in a tissue, and place it in a jar with a screw top to save for a crystal collection or for further experiments.
GeoLab Activity

LAB ACTIVITY REPORT

1. Which of the steps did you find most difficult or time-consuming? Why?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What changes did you observe in the crystal each day? Explain in detail.

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Describe the shape of the full-grown crystal. What color is the crystal?

   ________________________________________________________________
   ________________________________________________________________

Critical Thinking

Making Inferences What do you think would have happened if the seed crystal had touched the bottom or side of the jar when you hung it in the solution?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Diamond, the world's most highly prized gemstone, is made of crystallized carbon, one of the Earth's most abundant elements.
Environmental Issues

Case Studies

Balancing Economic Needs and Conservation: International Peace Parks

Several neighboring southern African countries recently began working together to create and care for immense international wildlife parks. The parks are formed by merging the adjacent national parks of two or more countries. The Kruger/Banhine-Zinave/Gonarezhou park straddles the borders of South Africa, Mozambique, and Zimbabwe. It encompasses an area larger than Portugal. Because such parks represent peaceful cooperation between neighbors, they are called Peace Parks.

The parks were established, in part, to coordinate efforts to combat poaching, or illegal hunting, of endangered African animals. Hunting and poaching threaten many of Africa’s animals with extinction. However, hunting—both legal and illegal—provides income to local residents who have few other economic options. Animal skins, furs, hides, and tusks command high prices in world markets. The establishment of Peace Parks has resulted in conflict between environmentalists, who are working to preserve Africa’s wildlife, and local residents, who are trying to earn a living. Disagreement over the new parks is worsened by the fact that rural populations were given no voice in the parks’ locations, management, or hunting restrictions.

DIRECTIONS: Read the pro and con arguments below. Then answer the questions under Examining the Issue. Use another sheet of paper for your answers if necessary.

PRO

The creation and maintenance of international Peace Parks will help preserve Africa’s many endangered animal species—not only rhinoceroses, lions, and elephants, but many smaller and less well-known species as well. These animals must be protected from poachers and other hunters. We should ban all hunting within the parks. When African countries work together to maintain their wildlife parks, policies will be consistent, the parks will prosper, and diverse species will flourish.

“...The creation of the KTP [the Kgalagadi Transfrontier Park, crossing the South African Botswana border] is a triumph for transfrontier conservation. It will undoubtedly encourage tourism development (and thereby job creation in these often impoverished and undeveloped areas), and promote a culture of peace between participating nations.”

—Peace Parks Foundation press release
May 12, 2000

(continued)
The rural populations that surround the Peace Parks depend on a certain amount of hunting for their livelihood. These indigenous people understandably oppose conservation policies that threaten their incomes. Their survival could depend on hunting animals in the parks. When subsistence farming fails, as it often does in a drought, farmers in a traditional economy have nothing to rely on except hunting. Restrictions on hunting in the parks would hurt the local population and increase a climate of lawlessness in the region as people break the law in order to survive.

“Africa has paid a heavy price for overlooking the social realities determining the interaction between its people and wildlife. In the process we have turned our own people into dispossessed onlookers to wild resources and eventually trespassers and poachers.”


Examining the Issue

Recalling Facts

1. What is a Peace Park?
   
2. Why do so many rural Africans disagree with the rules of the wildlife parks?
   
Critical Thinking Skills

3. Drawing Conclusions Which argument do you think makes better sense—that of the rural people who live near the parks or that of the conservationists? Explain your answer.
   
4. Making Inferences Why do you think that impoverished rural residents were not consulted by their governments and conservationists when wildlife parks were being planned and established?
   
Investigating Further

Gather in small groups, and work together to develop a policy for an international park in Africa south of the Sahara. Make sure that the rules you draw up balance the interests of conservationists and local residents. You might assign specific group members to represent the interests of each side. Write up your policies in the form of a report to the park director.
Nelson Mandela, a descendant of tribal chieftains, was born in 1918 in Umtata in the Transeki region of South Africa. As a young man he joined the African National Congress and its fight against apartheid. In 1964 the South African government sentenced him to life in prison and banned his writings. After 26 years in prison, he was released by a reform government. Mandela saw part of his dream for his people realized in 1993, when South Africa held its first free elections. Mandela was elected president of South Africa in 1994, one year after winning the Nobel Peace Prize.

GUIDED READING As you read the following excerpt from Mandela’s autobiography, think about how the environment in which he spent his childhood may have affected his political career.

from Long Walk to Freedom: The Autobiography of Nelson Mandela

The village of Qunu was situated in a narrow, grassy valley crisscrossed by clear streams and overlooked by green hills. It consisted of no more than a few hundred people who lived in huts, which were beehive-shaped structures of mud walls, with a wooden pole in the center holding up a peaked, grass roof. The floor was made of crushed ant-heaps, the hard dome of excavated earth above an ant colony, and was kept smooth by smearing it regularly with fresh cow dung. The smoke from the hearth escaped through the roof, and the only opening was a low doorway one had to stoop to walk through. The huts were generally grouped together in a residential area that was some distance away from the maize fields. There were no roads, only paths through the grass worn away by barefooted boys and women. The women and children of the village wore blankets dyed in ocher, only the few Christians in the village wore Western-style clothing. Cattle, sheep, goats, and horses grazed together in common pastures. The land around Qunu was mostly treeless except for a cluster of poplars on a hill overlooking the village.

Maize (what we call mealies and people in the west call corn), sorghum, beans, and pumpkins formed the largest portion of our diet. . . . The water used for farming, cooking, and washing had to be fetched in buckets from streams and springs. This was women’s work, and indeed, Qunu was a village of women and children: most of the men spent the greater part of the year working on remote farms or in the mines along the Reef, the great ridge of gold-bearing rock and shale that forms the southern boundary of Johannesburg. They returned perhaps twice a year, mainly to plow their fields. . . .

Of my mother’s three huts, one was used for cooking, one for sleeping, and one for storage. In the hut in which we slept, there was no furniture in the Western sense. We slept on mats and sat on the ground. I did not discover pillows until I went to Mqhekezweni. My mother cooked food in a three-legged iron pot over an open fire in the center of the hut or outside. Everything we ate we grew and made ourselves. My mother planted and harvested her own mealies. Mealies were harvested from the field when they were hard and dry. They were stored in sacks or pits dug in the ground.

From an early age, I spent most of my free time in the veld playing and fighting with the
other boys of the village. A boy who remained at home tied to his mother’s apron strings was regarded as a sissy. At night, I shared my food and blanket with these same boys. I was no more than five when I became a herd-boy, looking after sheep and calves in the fields. I discovered the almost mystical attachment that the Xhosa have for cattle, not only as a source of food and wealth, but as a blessing from God and a source of happiness. It was in the fields that I learned how to knock birds out of the sky with a sling-shot, to gather wild honey and fruits and edible roots, to drink warm, sweet milk straight from the udder of a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire. . . . From these days I date my love of the veld, of open spaces, the simple beauties of nature, the clean line of the horizon.

DIRECTIONS: Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

INTERPRETING THE READING

1. What do you think the climate of Qunu is like? What information in the reading makes you think so?

2. How does geography affect the family life of the villagers?

3. Which features of the landscape does Mandela remember best?

CRITICAL THINKING

4. Synthesizing How do you think Mandela’s childhood experiences affected his involvement in the fight for freedom for black South Africans?
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Physical Geography of Africa South of the Sahara

**DIRECTIONS:** Use the definitions and the words or phrases in the word bank to fill in the puzzle. After you finish, read the letters inside the shaded column from top to bottom. Then write a simple definition of this word on line 10.

**Word Bank**

- cataract
- delta
- escarpment
- estuary
- fault
- leach
- rift valley
- savanna
- desertification

1. dissolve, carry away
2. towering waterfall
3. passage where freshwater from a river meets seawater
4. steep, jagged slope or cliff
5. volcanic mountains rise on its edges, deep lakes parallel its length
6. section of land formed by sand and silt from a river
7. fracture in the Earth's crust
8. tropical grassland with scattered trees
9. arable land becomes desert

10. [Definition]

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RETEACHING ACTIVITY 20

Physical Geography of Africa
South of the Sahara

Terms and Concepts

DIRECTIONS: Match each term from Chapter 20 with the correct definition.

1. harmattan
2. Victoria
3. cataract
4. savanna
5. escarpment
6. Sahel

a. grassland with some trees
b. hot, dry northeast trade wind
c. band of dry land bordering the Sahara
d. steep slope or cliff
e. Africa’s largest lake
f. high waterfall

Summarizing Information

DIRECTIONS: Read the passage below, and then answer the questions.

The Great Rift Valley stretches from Syria in Southwest Asia to Mozambique in southern Africa. It is part of an area of shifting tectonic plates that, millions of years ago, created a system of faults, or fractures in the Earth’s crust, between which the Great Rift Valley lies. The valley was formed in part by volcanic activity. Earthquakes also helped shape the valley and continue to do so today. The valley is bordered by volcanic peaks, and deep lakes run along its length.

7. Where does the Great Rift Valley begin and end?

8. What are two forces that formed the Great Rift Valley?

9. What are two physical features of the Great Rift Valley?

(continued)
**RETEACHING ACTIVITY 20**

### Working with Geography

**DIRECTIONS:** Look at the map at the right. Then find the letter that matches each place name, and write it in the space provided.

10. Lake Victoria
11. Kalahari Desert
12. Niger River
13. Lake Chad
14. Sahel
15. Congo River
16. Lake Volta

### Connecting Ideas

**DIRECTIONS:** Answer the following questions in the space provided.

17. Why are rivers important to Africa south of the Sahara?

18. What factors influence the climate in Africa south of the Sahara? What is probably the most important factor?
Understanding Time Zones

The countries of the world have established a system to determine local time anywhere on Earth. Using a time zone map and your local time, you can figure out the time anywhere in the world.

- Find your location on the map, and check your local time and date.
- Find a location for which you want to know the time and date.
- Count the time zones between your location and the other one. Add an hour for each time zone between you if the other location is to the east of you. Subtract an hour for each time zone if the other location is to the west of you. If you would have to travel east across the International Date Line to get there, subtract a day. If you would have to travel west, add a day.

Practicing the Skill

DIRECTIONS: Use the time zone map above to answer the following questions.

1. How many hours is Moscow, Russia, ahead of London, England?

2. How many time zones are found in Canada?

3. Why would the date change if you flew from Los Angeles, California, to Sydney, Australia?

4. What time and day is it in Tokyo, Japan, if it is 4:00 A.M. on Sunday in New York City?

5. When it is 8:00 A.M. on Monday in Cape Town, South Africa, what time and day is it in Anchorage, Alaska?
The Water of Life

Earth’s plants and animals depend on water. Adult human beings need several quarts of water per day to remain healthy. Because of this need, people usually have settled near sources of freshwater—along river banks or the shores of lakes. Many of the Earth’s peoples do not have easy access to safe drinking water. Remote rural areas sometimes lack the basic infrastructure or purification facilities needed to bring freshwater to villages and farms.

DIRECTIONS: Use the article and the map to decide whether statements 1–5 below are true or false. Write True or False on each line. Then answer questions 6 and 7.

1. This map shows the percentage of people in southern African countries who have ready access to safe drinking water.

2. In every country most of the rural population has access to safe water.

3. The smallest difference in access to water between the urban population and the rural population occurs in Zambia.

4. Of the countries shown, the rural population of Namibia has the least access to safe drinking water.

5. In more than half of the countries shown on the map, less than half the rural populations have access to safe water.

6. What can you infer about the reasons for differences between access to safe drinking water in urban and rural areas of southern Africa?

7. What precautions might travelers need to take when visiting rural areas in southern Africa?
Chapter 20
Section Resources

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The Land

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in the parentheses that best completes the following sentences.

1. Africa south of the Sahara is bounded on three sides by the sea, but the ____________ forms its northern border. (Sahara/Andes)

2. The elevation of this region increases in a series of ____________ that rise from west to east. (mountains/plateaus)

3. Waterfalls tumble over steep ____________ along the coast. (escarpments/rivers)

4. Shifting tectonic plates have created earth fractures and led to the formation of the Great ____________. (Sahara/Rift Valley)

5. Along the faults that created these fractures lie many ____________. (rivers/volcanoes)

6. The source of the White Nile River is ____________. (Lake Lucerne/Lake Victoria)

7. In southern Nigeria the Niger River forms a vast inland ____________, which gives the area rich soil. (plain/delta)

8. The largest navigable waterway in the region is the ____________ River. (Congo/Niger)

9. As Lake Chad shrinks ____________ claims more and more surrounding land. (salination/desertification)

10. The countries of Nigeria, Gabon, and Congo have abundant ____________ reserves. (coal/oil)

11. South Africa produces about one-half the world’s ____________. (gold/pearls)

12. Major diamond deposits are found in South Africa and Botswana and in the ____________ basin. (Nile River/Congo River)

13. Both difficult terrain and lack of ____________ have limited this region’s use of hydroelectric power. (labor/financial support)
Guided Reading Activity 20-2

For use with textbook pages 515–518.

Climate and Vegetation

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. The most important climate factor in Africa is ________________.

2. In Africa hot, wet rain forests occur near the ________________.

3. The highest vegetative layer in rain forests is the ________________, with trees up to 150 feet (46 m) high.

4. Some tropical ________________ crops grown in this climate region are bananas, pineapples, cocoa, and cotton.

5. Clearing land for ________________ and commercial ________________ threatens remaining rain forests.

6. Tropical grasslands called ________________ cover about ________________ of Africa.

7. Hot, dry winds from the ________________, called ________________, blow over the grasslands.

8. Cool, humid winds also blow in from the ________________.

9. A Tanzanian national park on the ________________ is home to many species of wildlife.

10. Moving farther away from the Equator, savanna gives way to ________________ steppe.

11. The northern steppe is called the ________________.

12. Drought and soil erosion have contributed to ________________ in the Sahel.

13. The Namib and the ________________ deserts are located in Namibia and Botswana.

14. Some coastal and highland areas of Africa south of the Sahara enjoy ________________ climates.
Chapter 21
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Cultural Geography of Africa South of the Sahara

**DIRECTIONS:** Use the words from the word bank below to complete the sentences.

**Word Bank**
- apartheid
- clan
- coup d’etat
- domesticate
- indigenous
- lingua franca
- nuclear family
- oral tradition
- patriarchal
- pidgin
- sanitation
- service center
- universal suffrage
- urbanization

1. Most rural Africans live without adequate ____________, or waste disposal.

2. Urban Africans often live in a(n) ____________ made up of parents and their children.

3. The movement of people from rural areas to cities is called ____________.

4. A ____________ is a business location convenient for rural dwellers.

5. In a ____________ family, a male family member is in charge.

6. Hunters and gatherers learned to ____________ animals in order to increase their food supply.

7. ____________ provides equal voting rights for all.

8. ____________ is an imposed separation of races within a country.

9. Members of a(n) ____________ are descended from an early common ancestor.

10. A common language is also known as a(n) ____________.

11. Cultures that originate in an area are called ____________.

12. ____________ is the practice of passing down stories through generations by word of mouth.

13. People who speak different languages may use a simplified speech known as ____________.

14. An overthrow of the government is called a(n) ____________.
RETEACHING ACTIVITY 21

Cultural Geography of Africa
South of the Sahara

Terms and Concepts

DIRECTIONS: Match each term from Chapter 21 with the correct definition.

1. Rwanda
2. urbanization
3. oral tradition
4. kraals
5. apartheid
6. Lagos

a. separation of races in South Africa
b. largest city in Africa south of the Sahara
c. movement of people to cities from rural areas
d. the region’s most densely populated country
e. traditional homesteads of the Zulu people
f. passing along of cultural history and stories by word of mouth

Connecting to Geography

DIRECTIONS: Look at the map. Write the correct letter next to each location below.

7. Lagos, Nigeria
8. Madagascar
9. South Africa
10. Rwanda
11. Ethiopia
12. Zambia
13. Mali

Africa South of the Sahara

(continued)
Connecting Ideas

DIRECTIONS: Answer the following questions in the space provided.

14. What are some ways that Europeans changed Africa during the 1800s?

15. What is the relationship of physical geography and population distribution in Africa south of the Sahara?

Visualizing Information

DIRECTIONS: The box contains the names of five early African empires. Arrange the names in chronological order in the following flow chart.

Axum  Ghana  Kush  Mali  Songhai

Early African Empires A.D. 100 to A.D. 1600

16.  17.  18.  19.  20.
CHAPTER 21 REINFORCING SKILLS ACTIVITY

Making Generalizations

Generalizations are judgments that are usually true according to the facts at hand. If you say “We have a great soccer team,” you are making a generalization. If you also say that your team is undefeated, you are providing evidence to support your generalization.

To avoid making incorrect generalizations, however, it is important to develop a process to evaluate generalizations by reconsidering existing information. Assumptions may prove false when additional facts and examples are considered. One check on the accuracy of generalizations you have made is that you should be able to disprove the reverse of the generalization.

Practicing the Skill

DIRECTIONS: Read the following statements. Then write a generalization about the quality of life in Africa south of the Sahara based on these facts. Place a check mark next to each statement that supports the generalization.

Statements:

1. Infant mortality rates are very high.
2. African arts are diverse and thriving.
3. The region’s average life expectancy is the lowest in the world.
4. Many people live in extended families.
5. The population of people with AIDS is increasing, and drugs are expensive.
6. Farms do not produce enough food to feed the population.
7. Desert or steppe covers large areas of the region.
8. There is a growing shortage of workers due to deaths from AIDS.
9. Television has become an efficient teaching tool.
11. Food has to be imported in many countries.
12. The population is diverse.
13. There are conflicts between people of different religions and languages.
14. There is a low literacy rate and much poverty.

1. Generalization: ____________________________________________

2. What is the reverse of this generalization? _________________________

3. Do the facts you checked disprove the reverse? ____________________________
Two Traditional Nigerian Religions

About half of Nigeria’s people are Muslims, and about 40 percent are Christians. Many Nigerians, however, continue to practice the traditional religions of their cultural groups. The Igbo (Ibo) and the Yoruba are two of the largest and most important cultural groups in Nigeria. The traditional religions of these two groups are complex—similar in some ways and different in others.

The Igbo of south-central Nigeria believe that one supreme god, Chukwu, created the Earth and lives in the heavens. Chukwu is a merciful and generous giver of precious gifts such as children, rain, and sunshine. Followers of traditional Igbo religion also believe in a number of powerful spirits, including an earth spirit and a thunder spirit. Traditionally, believers pray to these spirits and offer them sacrifices such as fruits, chickens, or eggs. Igbo people also honor their ancestors, often making statues of them. People pray to ancestors for help in ensuring good harvests, healthy children, and protection from misfortune.

The Yoruba have lived in southwestern Nigeria for at least 2,500 years and practice a complex religion. Traditional Yoruban beliefs include that Odudwa (or Odua), the first king of their people, created their land. A second god, Obatala, created the Yoruba people. The orisa, who were famous, heroic figures during their human lifetimes, comprise 401 lesser gods. These gods oversee such things as the waters, the farms, and thunder. Ogun, the god of war, is the strongest of this group. Traditionally the Yoruba believe that each person has special connections to a few of these gods and that these particular gods help shape that person’s life.

DIRECTIONS: Place a check mark (✓) in the appropriate column if the characteristic applies to that tradition.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Igbo Religion</th>
<th>Yoruba Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Odudwa, who created the land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor gods or spirits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ogun, the god of war</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacrifice to earth and thunder spirits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection between spirits/gods and natural elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connection between people and specific spirits/gods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worship of ancestors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Sahel

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. What are the major cultural influences on the Sahel region?

2. Describe the religious practices of the Muslim population in the Sahel.

3. Where is the population density greatest in Sudan?

4. How has the location of the Sahel countries influenced the region’s development?

5. Around 2000 B.C., what caused settlers to migrate south of the Sahara?

6. How did the Mali and Songhai empires prosper?

7. How did the European powers view Africa in the 1800s?

8. What are three consequences of the conflict between agrarian non-Arab black African Muslims and government-backed militias in Darfur, in Sudan?

9. Why are school enrollment and literacy rates low in many parts of the Sahel countries?

10. What factors influence the high mortality in the Sahel?
Guided Reading  Activity 21-2

For use with textbook pages 529–533.

East Africa

Fill in the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. In Uganda and Tanzania, the ____________ people make up much of the population.

2. ____________ has a population of 858 people per square mile.

3. Almost 60 percent of the people of ____________ are nomadic or semi-nomadic.

4. East African farmers ____________ produce enough food for domestic needs.

5. The people of ____________ were the first on the African continent to adopt Islam.


7. The British settled in ____________ in the 1880s, and established a plantation economy.

8. Hundreds of thousands of Tutsis were killed by Hutus in 1994 in the ____________ genocide.

9. For 8 years in the 1970s, the dictatorship in ____________ caused social disintegration, human rights violations, and economic decline.

10. English and ____________ are often used as a lingua franca, or common language, in the region.

11. The Ethiopian ____________ church has played a major role in Ethiopian life.

12. Literacy rates in East Africa range from 35 percent in Ethiopia to about 70 percent in ____________.

13. The disease of ____________ has already become an epidemic in East Africa.

14. ____________ music of Tanzania blends African, Arab, and Indian elements.

15. The ____________ peoples of Kenya and Tanzania are pastoral and do not farm at all.
West Africa

Underline the Correct Word

DIRECTIONS: Use the information in your textbook to underline the word or phrase that best completes the following sentences.

1. People throughout West Africa are moving to ________________ in search of work and education. (urban areas/rural areas)

2. The ________________ people of southern Niger and northern Nigeria lived along caravan routes that went all the way to the Middle East. (Yoruba/Hausa)

3. More than 60 percent of Gambia and about half of Senegal is _________________. (rural/urban)

4. About 137 million people live in _________________. (Niger/Nigeria)

5. The countries of ________________ are named after ancient west African empires. (Senegal and Côte d'Ivoire/Ghana and Mali)

6. The people of ancient Ghana traded gold for _________________. (wheat/salt)

7. Prior to the European slave trade, ________________ traders had captured and enslaved Africans. (Arab/Chinese)

8. Nigeria suffered civil war in the second half of the 1900s because of ________________ and religious differences. (ethnic/economic)

9. French is spoken throughout much of West Africa because of ________________ history. (trading/colonial)

10. The importance of education in Ghana can be seen in the country’s ________________ literacy rate. (low/high)

11. Music and ________________ are art forms that are part of everyday life in West Africa. (painting/dance)

12. The expert ________________ weavers in Ghana are known for kente cloth. (Yoruba/Ashante)
Central Africa

Fill in the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. In Central Africa, the ___________ climate allows thick forests to grow.

2. Dense growth near the ___________ makes large-scale agriculture a challenge in Central Africa.

3. Each different ___________ in the Central African Republic speaks its own language.

4. The ___________ indigenous group in Central Africa has been changed little by outside influences.

5. French and Portuguese influences are strong in Central Africa because of ___________ history.

6. Central Africa is one of the ___________ densely populated regions of Africa.

7. The Central African kingdoms of Kongo, Luba, and Luanda were established by the ___________ people.

8. Early European contacts along the Central African coast were based mostly on the ___________ trade.

9. In the second half of the 1900s, most Central African colonies became ___________.

10. From the 1960s to the 1990s the ___________ saw human rights abuses, one-party rule, and intermittent war under the dictator Mobutu Sese Seko.

11. People in Central Africa who speak hundreds of different languages may rely on French or ___________ to communicate with one another.

12. Common elements of traditional ___________ in Central Africa include belief in a supreme being and in the existence of nature spirits.

13. In Central Africa, ___________ ranges from about 50 percent to around 85 percent, depending on the country.
Southern Africa

**Short Answer**

**DIRECTIONS:** Use the information in your textbook to write a short answer to each of the following questions.

1. In what countries do the Sena peoples live and trade?

2. About when did the Swazi people migrate into what is now Swaziland?

3. Describe the way of life of the San people of southern Africa.

4. What major shifts are occurring in southern African populations?

5. What one factor most threatens population growth over the next 10 years in southern Africa?

6. How far back into the past have cultures existed in parts of southern Africa?

7. Name two southern African countries that have experienced stability and success since independence from European colonial powers.

8. What were the consequences for apartheid for nonwhite South Africans?

9. In which southern African country do most of the people practice traditional religions?

10. What problems do southern African countries, such as Zimbabwe, face in terms of public education?
Chapter 22
Resources

Vocabulary Activity 22
The Region Today: Africa South of the Sahara ............................................. 37

Reteaching Activity 22
The Region Today: Africa South of the Sahara ............................................. 39

Reinforcing Skills Activity 22
Comparing Data ............................................................................................. 41

Enrichment Activity 22
Nairobi: From Watering Hole to Metropolis ............................................... 43
The Region Today: Africa South of the Sahara

**DIRECTIONS:** Choose a word or phrase from the box to complete each sentence.

**Word Bank**
- carrying capacity
- cash crops
- commercial farming
- conservation farming
- e-commerce
- ecotourism
- extinction
- habitats
- infrastructure
- poaching
- sedentary farming
- shifting cultivation
- subsistence farming

1. Slash-and-burn farming, or ____________, is practiced in forest areas where farmers move to new land every few years.

2. Some farmers in Africa south of the Sahara work at _______________ producing _______________ on a large scale for sale or export.

3. Game preserves encourage _______________, a growing business which brings millions of dollars into African economies.

4. Most farmers in the region engage in ________________, raising crops mainly for their own needs.

5. Those who farm permanent plots are engaged in ________________.

6. ________________ is a land-management technique aimed at protecting farmland.

7. In order for a country to manufacture raw materials, it must possess the ________________ necessary to train workers and provide equipment.

8. Animals whose ________________ are destroyed are threatened with ________________.

9. ________________, or illegal hunting, is another threat to the region’s wildlife.

10. ________________, a new way of buying and selling using the Internet, has presented new opportunities to craftspeople.

11. Countries with more people than the land can support have exceeded their ________________. 
RETEACHING ACTIVITY 22

The Region Today: Africa South of the Sahara

Terms and Concepts

DIRECTIONS: Match each term from Chapter 22 with the correct definition.

1. conservation farming
2. poaching
3. war
4. ecotourism
5. sedentary farming
6. drought

a. tourism based on concern for the environment
b. farming on permanent settlements
c. technique that helps protect farmland
d. a human cause of famine
e. a natural cause of famine
f. illegal killing of wild animals

Visualizing Information

DIRECTIONS: Study the graph. Then answer the questions that follow.

There were about 1,500 million acres of forests in Africa south of the Sahara in 1990. In the 10 years between 1990 and 2000, about 126 million acres of forest were cut.

7. About how many acres were cut each year in the 1990s?

8. If this rate continues, how many acres of forests will there be in the region in 2010?

9. At this rate, how many years would it take to cut all the remaining forests in Africa south of the Sahara?

10. In what year would that be?
DIRECTIONS: Answer the following questions in the space provided.

11. How do climate and natural resources affect the quality of life of people who live in different parts of this region?

12. How do the various types of subsistence farming in Africa south of the Sahara differ?

DIRECTIONS: Read the passage below, and then answer the questions.

Creating and maintaining transportation systems in Africa south of the Sahara has never been easy. Roads and railways must cross vast distances and changing terrain. Most rivers are not navigable for their entire lengths, so water transportation is limited. The region also has few natural harbors. Adding to these limiting factors is a shortage of skilled labor needed to plan, build, and manage transportation systems. In recent years, wars and shortages of funds also have caused damage to many roads and rail lines.

13. What is the main topic of the passage?

14. What natural or geographic features have hindered the development of transportation systems?

15. What human factors have influenced the quality of transportation in Africa south of the Sahara?
# Reiterating Skills Activity

## Comparing Data

Tables are one way to present data. They present statistics efficiently. When statistical information is shown in paragraph form, you must scan the paragraph to find the information you need. If the same information is shown in a table, you need only look at the column and row headings in order to locate the information you need. You can use tables to identify similarities and differences among data.

When reading a table, make sure that you understand what information is being presented. Look up unfamiliar terms or symbols.

### Practicing the Skill

**DIRECTIONS:** Study the table below. Then use the information it contains to answer the questions that follow.

<table>
<thead>
<tr>
<th>Country</th>
<th>Population mid-2006 (millions)</th>
<th>Land Area (thousands of sq. mi.)</th>
<th>Life Expectancy (years)</th>
<th>GDP Per Capita (U.S. dollars)</th>
<th>Percent Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benin</td>
<td>7.8</td>
<td>43</td>
<td>53</td>
<td>1,100</td>
<td>40</td>
</tr>
<tr>
<td>Burundi</td>
<td>8.1</td>
<td>10</td>
<td>51</td>
<td>700</td>
<td>9</td>
</tr>
<tr>
<td>Cape Verde</td>
<td>0.4</td>
<td>1</td>
<td>71</td>
<td>6,200</td>
<td>55</td>
</tr>
<tr>
<td>Chad</td>
<td>9.9</td>
<td>495</td>
<td>47</td>
<td>1,400</td>
<td>24</td>
</tr>
<tr>
<td>South Africa</td>
<td>44.2</td>
<td>471</td>
<td>43</td>
<td>12,200</td>
<td>53</td>
</tr>
</tbody>
</table>

_Sources: World Population Data Sheet 2001; CIA World Factbook, 2006_

1. Which of these countries has the largest land area?

2. Which country has the lowest life expectancy?

3. What is the population of Chad, and how does it compare to South Africa's population?

4. Which country has a higher population density, Chad or South Africa? Explain your answer.

5. Given the information in this table, write a sentence describing the relationship between GDP per capita and the percentage of a population that lives in urban areas.

6. Does this table show a clear relationship between GDP per capita and life expectancy? Explain your answer.
Nairobi: From Watering Hole to Metropolis

Visitors to Nairobi, Kenya’s capital, are often impressed by its skyscrapers, cafés, and museums. Nairobi is one of Africa’s largest and most cosmopolitan cities, but many visitors are unaware of the city’s colonial-era origins as a frontier town with policies of racial segregation.

In the late 1800s, British engineers began building a railroad through Kenya. By 1899, they had built 317 miles of track with the help of 32,000 Indian laborers. The railroad owners decided to build a depot, a rail yard, and a camp for the workers near the Galana River. This tent city was called Nairobi, after a nearby watering hole. By 1905 Nairobi had grown into a small town and was the capital of British East Africa, as the British called what is now the independent country of Kenya.

In colonial Nairobi, Europeans, Asians, and Africans lived in separate areas of the city. In the European sections, one house per acre of land was common. Asians lived in more crowded neighborhoods. Africans were left to live in over-crowded slums without clean water or sanitation. These conditions contributed to a series of deadly plagues between 1901 and 1913.

Beginning in 1918 the British regulated migration to Nairobi. Africans were allowed to come into the city on work permits temporarily. Anyone who stayed longer than the date on the work permit was forced to leave. In 1922 African workers in the city went on strike to protest these policies, which the colonial government eventually eased.

After Kenya achieved independence in 1963, Nairobi continued to grow larger and more prosperous. During the 1970s the population increased so quickly that no housing was available for newcomers, and shantytowns developed on the city’s outskirts. Nairobi’s population doubled during the 1990s, and housing has continued to be a major problem. Although the Kenyan government has made efforts to address the issue of permanent housing, city agencies have sometimes simply destroyed the shantytowns.

DIRECTIONS: Use the article and the map to answer the following questions on a separate sheet of paper.

1. When and why was Nairobi founded?
2. According to the article, what is the greatest problem facing Nairobi today?
3. What was life like for an African in Nairobi under British rule?
4. What relationship does the map show between the railroad lines and the locations of Kenya’s major population centers?
5. Suppose the people of Marsabit want the population and economy of their city to grow. What change could you suggest given the information in this passage and the map?
Chapter 22
Section Resources

Guided Reading Activity 22-1
The Economy ................................................................. 45

Guided Reading Activity 22-2
People and Their Environment ........................................ 46
For use with textbook pages 556–561.

The Economy

Underline the Correct Word

DIRECTIONS: Underline the word or phrase in the parentheses that best completes the following sentences.

1. Most people in Africa south of the Sahara work in ________________. (agriculture/logging)

2. ________________ farmers sell their crops if they have a surplus. (Subsistence/Commercial)

3. Foreign-owned plantations arose out of ________________. (colonialism/tribalism)

4. ________________ is an important cash crop in Kenya, Tanzania, and Madagascar. (Coffee/Rubber)

5. In Zimbabwe, white and black farmers supported land reform but ________________ of farms has caused the collapse of the agriculture-based economy. (forced sale/forced seizures)

6. Desertification and severe erosion of soil are caused by the use of heavy farm machinery, clear-cutting, and ________________. (crop rotation/frequent tilling)

7. Fisheries are important to inland countries including Malawi and ________________. (Chad/Nigeria)

8. One of the region’s most important economic activities is ________________. (mining/shipbuilding)

9. ________________ is the world’s leading producer of gold. (South Africa/Namibia)

10. Nigeria is the region’s only member of OPEC because of its immense ________________. (bauxite reserves/oil reserves)

11. Trained workers, modern facilities, and equipment make up the ________________ countries need for successful industrialization. (infrastructure/capital)

12. New highways in the region include the ________________, which provides a vital link to African and European markets. (Trans-African Highway/Trans-Sahara Highway)

13. E-commerce has improved the lives of some craft workers in this region because they can ________________. (sell their crafts to a world market/buy machines to make their crafts)
Guided Reading Activity 22-2

People and Their Environment

Fill In the Blanks

DIRECTIONS: Use the information in your textbook to fill in the blanks for the following sentences.

1. Many people died of starvation in the __________________ of Africa during _______________ conditions in the 1990s.

2. The region’s ______________, or number of people the land can support, has been greatly exceeded.

3. Although they have always occurred in the Sahel, recent severe ______________ have made desertification even worse.

4. In some countries, meager food resources have been strained by huge ______________ populations.

5. ______________ threatens to make distributing food difficult in Sierra Leone, Liberia, and Guinea.

6. The ongoing conflict in the ______________ region of Sudan has been described as the world’s worst humanitarian crisis.

7. After Eritrea became independent of ______________ in 1993, farmers in both countries worked to improve the land.

8. ______________ and the International Red Cross have sent medical teams and relief workers to the region.

9. Overall, the African continent has lost about ______________ of its original tropical forests.

10. Illegal hunting, called ______________, also causes declines in wildlife populations.

11. In 1989, African ______________ were placed on the endangered species list and ivory trade was banned.

12. In 1999 leaders from six central African countries signed a(n) ______________ to preserve forests in their countries.
**Unit 7 Location Activity** pp. 1–2
A. Labeling should be consistent with the Unit 7 Regional Atlas.

B.  
1. Niger River  
2. Lake Chad  
3. Drakensberg Range  
4. White Nile River  
5. Victoria Falls  
6. Lake Tanganyika  
7. Congo River  
8. Lake Victoria  
9. Kilimanjaro  
10. Zambezi River  
11. Kalahari Desert  
12. Cape of Good Hope

**Unit 7 Real-Life Applications** pp. 3–4
Answers will vary but should reflect students’ understanding of the water resources (lakes, rivers, underground reservoirs, ocean and seas) and means of increasing and distributing water resources (desalination, drilling wells, tapping rivers). Students also should discuss water-conservation education, as well as agricultural education to optimize crop production and conserve the land.

**GeoLab Activity 7** pp. 5–7
1. Possible responses may include the steps in which students have to harvest a seed crystal and suspend it in the solution.
2. Students should record their observations about the growth of the crystal, its developing shape, and its color each day.
3. Students should report the number of sides and angles and describe its shape. Possible answers include colorless, transparent, clear.

**Critical Thinking**
The crystal would not have been able to add material to the face, or side, that was in contact with the jar. As a result, that surface would not have grown.

**Unit 7 Environmental Issues** pp. 9–10
1. A Peace Park is an international park in which wildlife is protected. A Peace Park crosses a frontier between two countries that work together to maintain and run it.  
2. They were never consulted about the parks' policies, although they live in the immediate area. They depend on hunting for their livelihood. Protecting animals conflicts with their survival needs.
3. Answers will vary. Possible answers: the conservationists’ argument, because once the animals are gone they cannot be restored, and the destruction of the natural environment harms everyone in the long run; the argument of the rural population, because the governments involved should represent their interests, and the needs of the human beings are the most important thing
4. Poor farmers had little power in their countries. The authorities did not consult with them because they did not see how the opinions or actions of the farmers could impact the conservation parks. The authorities' focus was on wildlife conservation and the economic benefit to the governments running the parks, not on the poor people living in the area.

**Investigating Further**
Answers will vary. Make sure that each group has come up with a compromise solution that represents the major interests of both parties. For example, students may note that the parks will attract tourists; this can create jobs for many local people, eliminating the need to make money by killing elephants for their tusks.

**Unit 7 World Literature** pp. 11–12
1. A pleasant moderate climate: the writer describes a grassy valley with clear streams, green hills, few trees, people wearing blankets dyed in ocher, and a place to raise cattle and grow corn.
2. The climate, vegetation, and countryside allow the people to be cattle herders and farmers. Many of the men earned their living in the mines along the Reef, the great ridge of gold-bearing rock near Johannesburg, separating them from their families for long periods.
3. the veld with its open spaces, the clean line of the horizon
4. Students’ answers will vary but should take into consideration his love of the land and the active lifestyle he experienced.
Vocabulary Activity 20  p. 14
1. leach
2. cataract
3. estuary
4. escarpment
5. rift valley
6. delta
7. fault
8. savanna
9. desertification
10. hot, dry northeast trade wind

Reteaching Activity 20  pp. 15–16
1. b
2. e
3. f
4. a
5. d
6. c
7. begins in Syria in Southwest Asia and ends in Mozambique in Southern Africa
8. volcanic activity and shifting tectonic plates
9. volcanoes and deep lakes
10. C
11. A
12. D
13. F
14. B
15. G
16. E
17. Rivers are very important to agriculture in the region, providing water and fertile soil in some areas. They are also an important source of power and transportation.
18. The primary factors that influence the climate of Africa south of the Sahara are rainfall, proximity to the Equator, ocean currents, prevailing wind patterns, and elevation. Probably the most important single factor is rainfall.

Reinforcing Skills Activity 20  p. 17
1. 3
2. 5
3. You would cross the International Date Line.
4. 6:00 P.M. on Monday
5. 9:00 P.M. on Sunday

Enrichment Activity 20  p. 19
1. True
2. False
3. False
4. False
5. True
6. Possible response: The increased population densities in urban areas make it more cost-effective to process water for drinking.
7. Possible response: A visitor to rural areas in these countries would have to avoid drinking from local water supplies if at all possible. The visitor could bring his or her own water, use a chemical to sanitize the water, or take other precautions.

Guided Reading Activity 20-1  p. 21
1. Sahara
2. plateaus
3. escarpments
4. Rift Valley
5. volcanoes
6. Lake Victoria
7. delta
8. Congo
9. desertification
10. oil
11. gold
12. Congo River
13. financial support

Guided Reading Activity 20-2  p. 22
1. rainfall
2. Equator
3. canopy
4. cash
5. agriculture; logging
6. savannas; half
7. Sahara; harmattans
8. southwest
9. Serengeti Plain
10. semiarid
11. Sahel
12. desertification
13. Kalahari
14. moderate

Vocabulary Activity 21  p. 24
1. sanitation
2. nuclear family
3. urbanization
4. service center
5. patriarchal
6. domesticate
7. Universal suffrage
8. Apartheid
9. clan
10. lingua franca
Europeans changed Africa in many ways:

- Europeans set up colonial borders that disregarded traditional ethnic groupings;
- they laid claim to almost all the region; they used the region as a source of raw materials;
- they established plantation economies that produced cash crops; they imposed European languages and culture upon local ways.

Much of the region is very dry, is dense forest, or is in other ways challenging to human life. Most people have settled in coastal areas with fertile soil, a good water supply, and mild climates.

Kush
Axum
Ghana
Mali
Songhai

Guided Reading Activity 21-1 p. 31

1. Arab, European, and indigenous African cultures
2. The majority of people in the region practice Islam. Large parts of the Muslim population follow traditional African religious practices.
3. along the Nile River
4. The Sahel's location near Europe and Southwest Asia has made it vulnerable to numerous migrations and invasions over the centuries.
5. People living just south of the Sahara experienced a dramatic shift in climate as an area that was once mild and wet became hot and dry.
6. The Mali and Songhai empires became rich on the gold-for-salt trade that started in the empire of Ghana.
7. European powers saw all of Africa as a source of raw materials for their industries and a potential market for their goods.
8. tens of thousands of people have died; refugee camps are overcrowded; the survival of about 250,000 nomads has been threatened
9. Parents are too poor to send their children to school.
10. famine, poor nutrition, limited access to clean water, inadequate sanitation, and infectious diseases
Guided Reading Activity 21-2 p. 32
1. Bantu
2. Rwanda
3. Somalia
4. do not
5. Djibouti
6. plantation
7. Kenya
8. Rwanda
9. Uganda
10. French
11. Coptic
12. Uganda
13. AIDS
14. Taarab
15. Masai

Guided Reading Activity 21-3 p. 33
1. urban areas
2. Hausa
3. rural
4. Nigeria
5. Ghana and Mali
6. salt
7. Arab
8. ethnic
9. colonial
10. high
11. dance
12. Ashante

Guided Reading Activity 21-4 p. 34
1. temperate
2. equator
3. ethnic group
4. Pygmy
5. colonial
6. least
7. Bantu
8. slave
9. independent
10. Democratic Republic of the Congo
11. pidgin
12. religions
13. literacy

Guided Reading Activity 21-5 p. 35
1. The Sena people live in Zambia and Zimbabwe but travel to Malawi and Mozambique to buy, sell, and trade.
2. before 1500
3. The San have a peaceful and egalitarian society in which private property and individualism are considered damaging.
4. As in the rest of the continent, people are moving from rural areas to urban areas.
5. the AIDS epidemic
6. 1 million years in the past
7. Botswana and Mauritius are examples.
8. They were denied political rights and equality in education, jobs, and housing.
9. Madagascar
10. Conflicts, political instability, and poor economies hurt the education systems in southern Africa.

Vocabulary Activity 22 p. 37
1. shifting cultivation
2. commercial farming; cash crops
3. ecotourism
4. subsistence farming
5. sedentary farming
6. Conservation farming
7. infrastructure
8. habitats; extinction
9. Poaching
10. E-commerce
11. carrying capacity

Reteaching Activity 22 pp. 39–40
1. c
2. f
3. d
4. a
5. b
6. e
7. 12.6 million acres each year
8. 1,248 million acres left
9. about 109 years
10. 2109
11. Climate and the abundance of natural resources vary greatly throughout this region. People in areas with mild climates, good soil, and abundant resources are likely to be the most prosperous; people that live in areas that lack resources or that have a challenging climate may suffer famine, disease, and other hardships.

12. Some farmers are nomadic herders; others support themselves by slash-and-burn farming, moving every few years when the ground is no longer fertile. Sedentary farming in permanent locations is practiced where the soil is very fertile.

13. the challenges of creating and maintaining transportation in Africa south of the Sahara

14. Factors include vast distances, changing terrain, rivers that are only partly navigable, and few natural harbors.

15. lack of skilled labor; wars; lack of funding

**Reinforcing Skills Activity 22** p. 41

1. Chad
2. South Africa
3. Chad’s population is 9.9 million. Its population is less than one-quarter that of South Africa.
4. South Africa; the two countries have similar land areas, but South Africa’s population is more than four times greater.
5. Possible answer: Countries with higher per capita GDPs have more people living in urban areas.
6. No; there does not seem to be a consistent relationship between these two factors. For example, the “richest” country has the lowest life expectancy, and the second-richest country has the highest life expectancy.

**Enrichment Activity 22** p. 43

1. Nairobi was founded in 1899, when the British railroad owners decided to build a depot and rail yard there.

2. the shortage of permanent housing
3. Possible response: Africans lived in crowded slums with little access to safe drinking water. Deadly diseases struck often. Africans who wanted to come into the city to work were allowed to stay only a limited time.
4. Population centers developed along the railroad lines.
5. Marsabit might experience growth if it were connected to other population centers by rail.

**Guided Reading Activity 22-1** p. 45

1. agriculture
2. Subsistence
3. colonialism
4. coffee
5. forced seizures
6. frequent tilling
7. Chad
8. mining
9. South Africa
10. oil reserves
11. infrastructure
12. Trans-Sahara Highway
13. sell their crafts to a world market

**Guided Reading Activity 22-2** p. 46

1. Horn; famine
2. carrying capacity
3. droughts
4. refugee
5. Civil war
6. Darfur
7. Ethiopia
8. Doctors Without Borders (Médecins Sans Frontières)
9. half
10. poaching
11. elephants
12. agreement