

AFRICA

GEOGRAPHIC UNDERSTANDINGS

SS7G1 The student will locate selected features of Africa.

- Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.

Africa is an enormous continent. It has almost every type of climate and geography. The northern coast of Africa runs from the Atlantic Ocean to the Mediterranean Sea. Several hundred miles inland is the **Atlas Mountain Range**, a group of mountains that separate the coastal regions from the great Sahara Desert.

The **Sahara Desert** runs across the entire width of northern Africa. This is the largest desert in the world. It is covered with sand dunes, rolling rocky hills, and wide stretches of gravel that go on for miles and miles. Few people live in the Sahara; however, traders who travel by everything from camel caravan to jeeps and trucks cross its barren miles regularly.

South of the Sahara is a region called the **Sahel**, a dry and semi-arid region that is slowly turning into desert. There is little rain in this region. Generations of people have tried to live there, cutting down trees and allowing animals to overgraze. As the plants have disappeared, the soil has become drier and has begun to blow away.

In the middle of the continent, close to the equator, is the **savanna** region of Africa. It is a vast area of grassland and more tropical habitats. In this part of the continent, one finds many of the animals associated with Africa. The grasslands support lions, elephants, and many other species of animals. Farming is good here when the rains come. However, lack of rainfall can cause difficulties for farmers.

The African **tropical rainforests** are located along the central coast. These are areas with hot and humid climates and dense forests with trees hundreds of feet tall. Many animals and birds live in the African rainforests. The biggest threat to this ecosystem is the rapid population growth in most African nations located in the area. The need for fuel is driving people to cut down the trees faster than they can be replanted.

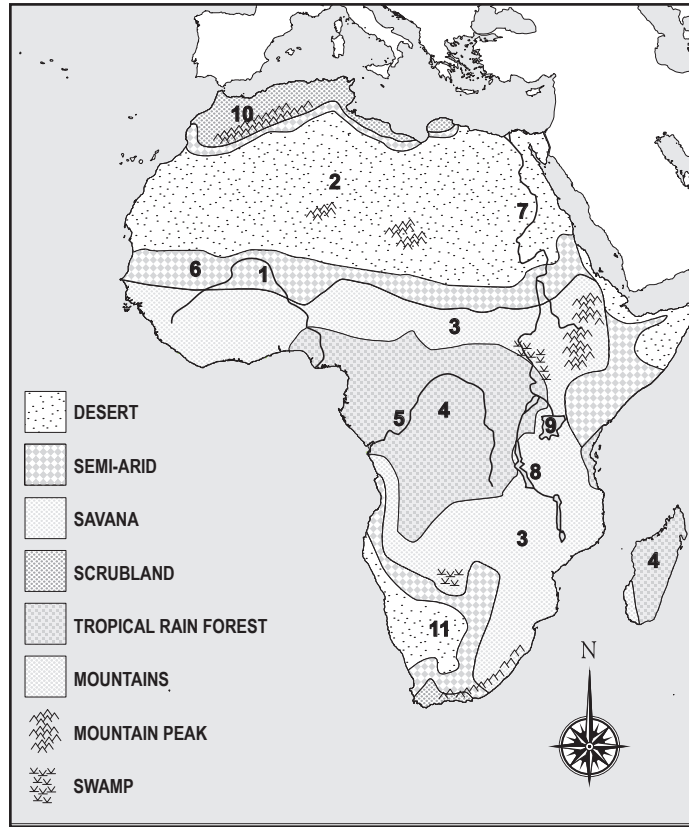
Africa's other great desert, the **Kalahari Desert**, is located in the southern part of Africa. Like the Sahara in the north, the Kalahari Desert is surrounded by semi-arid areas that are also becoming drier.

Africa also has spectacular rivers. The longest river in the world, the **Nile River**, is found in Africa. The Nile River begins in the central mountains of Africa as the White Nile and the Blue Nile, along with other tributaries. The river flows northward over 4,000 miles until it reaches the Mediterranean Sea at Alexandria, Egypt. The White Nile, the longest tributary of the Nile, begins in Lake Victoria. Lake Victoria is the largest lake in Africa.

The **Congo River** flows through central and west Africa, through the largest rainforest in Africa and second largest rainforest in the world. Only the Amazon rainforest in South America is larger. The Congo River begins in central Africa near Lake Tanganyika and flows almost 3,000 miles before it reaches the Atlantic Ocean. **Lake Tanganyika** is one of the largest freshwater lakes in the world. It is also one of the deepest lakes in the world.

The **Niger River** is the third largest river in Africa, flowing from Guinea over 2,600 miles to the African coast. The mouth of the Niger is a vast delta, sometimes called the "Oil Delta," because of the petroleum industry centered there.

Use the map below to answer the questions 1-7.



- _____ 1. Which number marks the Nile River?
- A. 1
 - B. 5
 - C. 6
 - D. 7
- _____ 2. Which number marks the Atlas Mountains?
- A. 1
 - B. 3
 - C. 8
 - D. 10
- _____ 3. What is marked by the “8”?
- A. Congo River
 - B. Lake Victoria
 - C. Kalahari Desert
 - D. Lake Tanganyika
- _____ 4. What region is marked by the “3”?
- A. Sahel
 - B. savanna
 - C. Sahara Desert
 - D. tropical rainforest
- _____ 5. Which number marks tropical rainforest?
- A. 3
 - B. 4
 - C. 6
 - D. 11
- _____ 6. Which is marked by the “5”?
- A. Nile River
 - B. Niger River
 - C. Congo River
 - D. Zambezi River
- _____ 7. Which is separated from the coast by the Atlas Mountains?
- A. the Sahel
 - B. the Sahara Desert
 - C. the Kalahari Desert
 - D. the equatorial rainforest

- ___ **8. Which best describes the Sahara Desert?**
- A. perfectly flat and sandy
 - B. the largest desert in the world
 - C. impossible for people to go across
 - D. located only in the northwest corner of Africa
- ___ **9. Where is the African Sahel located?**
- A. just south of the Sahara
 - B. along the Mediterranean coast
 - C. along the eastern coast by the Indian Ocean
 - D. in the southernmost part of the African continent
- ___ **10. What is causing the Sahel to expand in recent years?**
- A. damming rivers and preventing irrigation
 - B. several years of heavy rains and flooding
 - C. over-grazing and cutting down trees for fuel
 - D. government programs that have moved too many people into the area
- ___ **11. Which describes most of the savanna region?**
- A. desert
 - B. grasslands
 - C. coastal plains
 - D. high mountain ranges
- ___ **12. Where is the largest area of African savanna?**
- A. along the Mediterranean coast
 - B. along the edge of the Sahara Desert
 - C. in the extreme north of the continent
 - D. in the center of the continent along the equator
- ___ **13. Which is the biggest threat to the African rainforests today?**
- A. overpopulation
 - B. war and political unrest
 - C. extended periods of drought
 - D. pollution from nuclear power plants
- ___ **14. Where is the Kalahari Desert located?**
- A. along the equator
 - B. in southern Africa
 - C. across Egypt and Sudan
 - D. north of the Sahara Desert

- ___ 15. **Which is the longest river in Africa?**
A. Nile River
B. Niger River
C. Congo River
D. Amazon River
- ___ 16. **Congo River is to Atlantic Ocean as Nile River is to**
A. Red Sea
B. Indian Ocean
C. Atlantic Ocean
D. Mediterranean Sea
- ___ 17. **Which is the largest lake in Africa?**
A. Lake Chad
B. Lake Nasser
C. Lake Victoria
D. Lake Tanganyika
- ___ 18. **Which river system flows through the largest rainforest in Africa?**
A. the Nile River
B. the White Nile
C. the Niger River
D. the Congo River
- ___ 19. **Which is true of both the Niger River and Congo River?**
A. they begin near the Red Sea
B. they begin near Lake Tanganyika
C. they flow into the Atlantic Ocean
D. they flow into the Mediterranean Sea
- ___ 20. **What is important about the Niger River delta?**
B. The area is rich in oil deposits.
A. The delta is poor farming land.
C. The area frequently dries completely up.
D. Few people live in the area around the delta.

SS7G1 The student will locate selected features of Africa.

- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa and Sudan.

The **Democratic Republic of the Congo (Zaire)** is a large country in central Africa with a coastline on the Atlantic Ocean. This country is rich in natural resources and has the added advantage of the Congo River as a route for transportation and commerce. In addition to rainforests, the country is also rich in mineral resources, including copper, cobalt, and diamonds. The Congo has had a troubled history, both with European colonialism and later civil war. The political situation in the Congo remains unstable, which hinders the country's economic development.

Egypt is a large North African country located along the banks of the Red Sea and the Mediterranean coast. The Nile River runs the length of Egypt and empties into the Mediterranean Sea near the Egyptian city of Alexandria. Cairo, Egypt's capital, is a large city located on the Nile River. Most of Egypt is desert, and almost all of the Egyptian people live along the length of the narrow Nile River Valley.



The country of **Kenya** is located along the eastern coast of Africa bordering the Indian Ocean. Kenya is a beautiful country known the world over for its magnificent animal parks and rich savanna grasslands. Kenya was colonized by the British in the 1800s but gained freedom in the 1960s. Since that time Kenya has had a relatively stable government, though there have been disputes in recent years. The country's national slogan is "Harambee," which is a Swahili word that means people need to "work together."

Nigeria is a large nation on the coast of West Africa that has nearly every kind of habitat found in Africa. The northern part of the country is close to the Sahara and is rocky and sparsely covered with short, brush-like vegetation. This dry land gradually gives way to grasslands and finally to tropical rainforests. The Nigerian coastland is rich in oil, though problems and corruption in the government have meant the Nigerian people enjoy few benefits from their country's oil wealth.

South Africa is located at the very southern tip of the African continent. Most of the country is a broad plateau with large stretches of grasslands in the interior. These grasslands are home to many of the animals one thinks of in Africa: lions, elephants, giraffes, and leopards. The Kalahari Desert is to the north of South Africa.

The **Republic of Sudan** is located just south of Egypt in southeastern Africa. Sudan is the largest country in Africa and the largest among the countries that make up the Arab world. The Nile River flows through Sudan, linking that country to Egypt. Political and ethnic problems in recent years have made Sudan one of the most unstable countries in Africa today. Many Sudanese have been made refugees because of the fighting in that country.

Use the map below to answer questions 21-28.



- ____ 21. Which number marks the Democratic Republic of the Congo?
- 1
 - 4
 - 6
 - 7
- ____ 22. Which number marks Egypt?
- 2
 - 3
 - 5
 - 6
- ____ 23. Which is marked by the “3”?
- Sudan
 - Kenya
 - Nigeria
 - South Africa

24. Which is marked by the “4”?
- A. Zaire
 - B. Libya
 - C. Nigeria
 - D. Democratic Republic of the Congo
25. Which number marks South Africa?
- A. 3
 - B. 5
 - C. 6
 - D. 9
26. Which number marks Sudan?
- A. 2
 - B. 6
 - C. 7
 - D. 8
27. Where is Egypt located?
- A. in the southwest part of Africa
 - B. in the center of the continent of Africa
 - C. in north Africa along the Mediterranean coast
 - D. in the western center of Africa along the Atlantic coast
28. Where is Kenya located in Africa?
- A. north of the Sahara Desert
 - B. in the interior of the continent
 - C. along the east coast by the Indian Ocean
 - D. along the southern coast between the Atlantic and Indian Oceans

Use information from the map to answer questions 29-31.



29. Which body of water flows north from Khartoum?
- A. Red Sea
 - B. Blue Nile
 - C. Nile River
 - D. White Nile
30. Which is located at 12° N latitude and 23° E longitude?
- A. Chad
 - B. Darfur
 - C. Al Fashir
 - D. Khartoum
31. About how far (in kilometers) is it from Khartoum to Port Sudan?
- A. 300
 - B. 450
 - C. 650
 - D. 900

- ___ 32. **What has prevented the Republic of the Congo from developing its rich mineral resources?**
- A. political unrest
 - B. no coastline or seaport
 - C. lack of a good transportation system
 - D. small population, with very little interest in this work
- ___ 33. **Where do most of Egypt's people live?**
- A. along the coast
 - B. the Sahara Desert
 - C. the Nile River Valley
 - D. the city of Alexandria
- ___ 34. **Which makes up a large portion of Nigeria's potential wealth?**
- A. oil reserves
 - B. heavy industry
 - C. cattle production
 - D. commercial agriculture
- ___ 35. **Why do Nigerians see little from their country's oil wealth?**
- A. political corruption
 - B. a weak global market for oil
 - C. the poor quality of oil produced
 - D. the difficulty in pumping oil from the ground
- ___ 36. **Which describes the Republic of Sudan?**
- A. the largest country in Africa
 - B. the wealthiest country in Africa
 - C. the most stable government in Africa
 - D. the location of both the Congo and Nile Rivers
- ___ 37. **Why have the people of Sudan suffered terribly in recent years?**
- A. outbreaks of smallpox
 - B. political and ethnic conflicts
 - C. constant drought and high winds
 - D. flooding from the large river systems in that country

SS7G2 The student will discuss environmental issues across the continent of Africa.

- a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry and drinking water.

Africans face many different types of environmental issues. Some of them are lack of water, poor soil quality, and expanding deserts.

Much of Africa has trouble having enough water for people to live. Parts of Africa are arid desert, others are semi-arid, some are rolling grassland, and still others are humid and sub-tropical. Countries with large river systems have enough water for farming and for people in villages, towns, and cities. However, all countries have the problem of increasing pollution from factories, and animal and human waste. Some countries have poor harvests, little grazing land for farm animals, and even little clean water for drinking and washing. Each year deserts claim more and more. The tension between the needs of a growing population and the limited supply of water is a serious issue for most of Africa.

Many countries in Africa do not have enough clean water even though they have large rivers. Egypt is a good example. The Nile River, the longest river in the world, runs the length of Egypt. Most Egyptians live along its banks. The river is used for water and transportation. In recent years, however, overpopulation and poor sanitation regulations have made life along the Nile River more difficult. People are concerned about the water's contamination with human and industrial wastes.

The Aswan High Dam has allowed Egypt to have year-round irrigation, so the farmers can grow three crops a year rather than just one. They no longer have to depend on the annual flooding of the Nile to bring water to their fields. The dam is also used to generate electricity for the people of Egypt. However, because the Nile no longer floods, the silt (rich topsoil carried by the floodwaters) is no longer deposited in the Egyptian fields. Irrigation requires farmers to use chemical fertilizers instead. Fertilizers are expensive and contribute to the river's pollution. Fertilizers have caused some parts of Egypt's farmland to develop heavy concentrations of salt. Land that is contaminated with salt is not suitable for growing crops.

The Niger River provides some relief to the people living in the Sahel. The Niger is also a vital transportation route. When the Niger reaches the sea in the country of Nigeria, it broadens into what is known as the "Oil Delta." This area is rich in petroleum. The silt from the river makes good soil for planting crops, too.

The Congo River provides water to villages and towns, water for irrigation, and a fishing industry. It serves as a major transportation route for those who need to go from the interior of Africa to the Atlantic Ocean. Much of the timber from the rainforests is transported down the river, and people travel the river in search of work.

Many who study this region believe that Africa could find itself in the midst of "water wars" in the coming years. The Nile River runs through Ethiopia, Sudan, and Egypt. All of these countries have growing populations and growing water needs. The Niger River supplies the dry Sahel area before flowing into Nigeria. As more water is drawn off upstream, less is available to the countries farther down river. Increases in agriculture also mean greater water needs as well.

Clean water is needed for basic health and sanitation. People who are not able to have access to clean water are at risk for many diseases. Lack of clean water to wash with also increases the frequency of skin and eye infections. Some people in Africa also face the problem of water-borne diseases spread by parasites living in standing water.

Some countries in Africa have tried to improve their economies by starting factories. Some have paid little attention to the factory wastes that are flushed into rivers and streams. Government officials ignored environmental problems as long as the factories made profits. Sometimes the factory workers are harmed by the industrial waste that pollutes local water supplies.

The United Nations, the World Bank, and the United Children's Fund are clean water programs at work in Africa. The African Union had a special meeting on African water issues during the summer of 2008. The problems are large, but African countries are working hard with world organizations to try to find solutions.

- ___ **38. What is one of the major problems facing those who depend on the Nile River for their water?**
- A. The Nile River no longer has any fish.
 - B. The Nile is too shallow to be used for transportation.
 - C. The river always dries up during the summer months.
 - D. The water is contaminated with human and industrial waste.
- ___ **39. How did the Aswan High Dam change Egyptian farming?**
- A. The Dam washed more silt down the river.
 - B. The Dam has allowed year-round irrigation.
 - C. The Dam has increased the annual flooding of the Nile River.
 - D. The Dam created many jobs in the construction industry.
- ___ **40. What is silt?**
- A. a type of chemical fertilizer
 - B. a chemical used to produce electricity
 - C. industrial pollution found in the Nile River
 - D. rich topsoil carried from one location to another by floodwaters
- ___ **41. Continued use of chemical fertilizer causes what to build up in soil?**
- A. silt
 - B. salt
 - C. animal waste
 - D. rocks and gravel
- ___ **42. Which part of Africa has access to the Niger River?**
- A. Sahel
 - B. Lake Victoria
 - C. Sahara Desert
 - D. Kalahari Desert
- ___ **43. Which BEST describes a major use of the Niger River?**
- A. little used because it is too shallow
 - B. source of much hydroelectric power
 - C. used for transportation and agriculture
 - D. used for irrigation projects in the Sahara Desert
- ___ **44. Which BEST describes a major use of the Congo River?**
- A. irrigation of farmland
 - B. supplying water to Egypt
 - C. water only for rainforest animals
 - D. transportation of goods and people from the interior of Africa to the Indian Ocean

- ___ 45. **What do some people believe might lead to “water wars” in Africa in the future?**
- A. demands to reroute water to the deserts
 - B. competition among countries that share a river system
 - C. demands to reroute rivers to supply water to the rainforests
 - D. United Nations decrees telling African nations how to share water
- ___ 46. **Why do some governments ignore industrial pollution of major rivers and waterways?**
- A. They want the industries to be profitable.
 - B. The people of most countries do not care about pollution.
 - C. Industries always have plans in place to clean up polluting wastes.
 - D. Most government officials do not recognize pollution as a problem.

SS7G2 The student will discuss environmental issues across the continent of Africa.

b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

The **Sahel** is an area of Africa south of the Sahara Desert. It is an example of how poor farming practices and the destruction of trees and shrubs can lead to an expanding desert. Most historians believe that the Sahel was once rich farmland. Centuries of farming and grazing along with less rainfall have gradually damaged land in the Sahel. Millions of people struggle to farm in its poor soil.

Deforestation is the destruction of trees and other vegetation. This continues to be a problem in the Sahel and elsewhere in Africa. Animals have been allowed to graze too heavily in an area and strip all of the vegetation from the soil. People who need fuel or who hope to be able to clear new farmland cut down the trees that help hold the soil in place. **Droughts**, or periods of little rainfall, have hurt the Sahel, too. The people who live in these areas often face starvation and poverty. Many move into urban areas hoping to find work but most find only more poverty. In recent years, the United Nations and the World Food Bank have come to the aid of those living in parts of the Sahel. They have worked to find solutions to help the people survive and live a better life.

- ___ 47. **What destroyed the grassland and forests that were once found in the Sahel?**
- A. years of heavy flooding
 - B. the development of factories
 - C. continuous farming and over-grazing
 - D. repeated use by nomads and camel caravans
- ___ 48. **Why are droughts a problem for farmers in the Sahel?**
- A. animals move into the desert to find water
 - B. the desert stops expanding when there is rain in the Sahel
 - C. the soil is of poor quality and dry conditions result in even fewer crops
 - D. people do not try to farm in the Sahel any more due to the increased rainfall

SS7G2 The student will discuss environmental issues across the continent of Africa.

- c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

The **Sahel** is one part of Africa that is experiencing severe problems with **desertification**, the process of the desert expanding into areas that had formerly been farmland. As the land is overused, the soil becomes poor and powdery. The winds coming from the **Sahara** gradually blow the dry topsoil away, leaving a barren and rocky land. Periods of drought in recent years have made this situation worse. As the desert expands, people are less able to grow enough food to feed them. People living in areas going through desertification face hunger and hardship. In the Sahel, however, a majority of the desertification is the result of the actions of people rather than climate. Land is being cleared for farming and trees and shrubs are being cut down for firewood. The survival needs of the people living there are clear, but they are destroying major parts of their environment in the process.

Another place on the continent where rapid deforestation is taking place is in Africa's west and central tropical rainforests. Many of the rainforests that once ran from Guinea to Cameroon are already gone. The country in West Africa that is losing rainforests at the fastest rate today is Nigeria. The Food and Agriculture Organization of the United Nations (FAO) estimates that Nigeria has now lost about 55 percent of its original forests to logging, clearing land for farming, and cutting trees to use as fuel.

The same desertification is happening in East Africa as well. In Ethiopia, people who have lived for generations by farming and raising grazing animals like sheep and goats are finding they have less and less land available to them. They have also been hit with long periods of drought or periods of little rain. As cities grow, they expand into areas that were once used for farming. This means those who farm have to reuse the same land. Animals overgrazed their fields and ate more grass than could be grown before the next season. As the soil has worn out, the desert has crept in.

The **Kalahari Desert** is a desert that covers part of the southern tip of Africa. The people around this desert face the same problems as people in the northern part of the continent. Pressure from increasing populations, the need for fuels like firewood and brush, and the constant grazing of animals have worn away the soil and introduced desertification.

The **Nile Delta** shows the differences in the areas of Egypt that are well watered by the Nile River and the point at which the water stops. Some of the western edges of the Nile Delta have begun to show signs of dryness and sandy soil. The Aswan Dam in Upper Egypt and heavy irrigation demands along the river's length limit the amount of water that reaches the Delta every year.

The constant movement of the Sahara Desert can be seen in many of the countries that border that great desert. Some people speak of a "**Green Line**," the place where the cultivated land ends and the desert begins. People work hard to try to replant trees, to build windbreaks to keep out the sand, and to push the desert back whenever they can. In many parts of Africa, this has become a losing battle, as the desert claims more land each year.

____ **49. Which is a result of desertification for the people living in the Sahel region?**

- A. increased tourism
- B. more jobs in manufacturing
- C. increased starvation and poverty
- D. decreased support from the United Nations

____ **50. Which has been a major cause of desertification?**

- A. years of uncontrolled flooding
- B. overuse of the land by the people
- C. heavy seasonal winds coming off the desert
- D. sharp and unexpected changes in the climate

- ___ 51. Which African country is losing its rainforest most rapidly today?
- A. Egypt
 - B. Congo
 - C. Kenya
 - D. Nigeria
- ___ 52. Why is most rainforest area lost today?
- A. unchecked forest fires
 - B. harsh drought and high winds
 - C. diseases that attack old growth trees
 - D. logging for industry, farming, and fuel
- ___ 53. In what area are desertification problems the greatest?
- A. Sahel
 - B. Sahara Desert
 - C. Kalahari Desert
 - D. tropical rainforest
- ___ 54. What is meant by the “Green Line” when one is talking about desertification?
- A. the line between the desert and cultivated areas
 - B. the line dividing rural and urban neighborhoods
 - C. the point in a river at which water pollution begins
 - D. a barrier put up around factories to keep people away for their own safety

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

- a. Explain how the characteristics of the Sahara, Sahel, savanna, and tropical rainforest affect where people live, the type of work they do, and transportation.

THE SAHARA

The **Sahara Desert** is the largest desert on Earth. It covers over 3.5 million square miles and very few people are able to live there. In the few places where there is water, an **oasis** (a small place where trees are able to grow and where people can live with grazing animals and a few crops) can be found. Such places are rare in the Sahara Desert. The northern parts of the Sahara Desert are hot and dry, with very little rainfall. Many consider the Sahara one of the most difficult places to live on earth.

Most of the people who live in the Sahara today are **nomads**. They move from place to place, usually traveling by camel, looking for water or food. Nomadic tribes often trade with each other as they try to fill the needs of their group. These desert nomads were the ones who led the caravan trade across the Sahara in the years before airplanes and desert vehicles were available. Hundreds of years ago, gold and salt came across the Sahara on the backs of camels from central Africa to markets along the Mediterranean coast. Trade goods from the coast then made the return journey. Even today, there are parts of the Sahara that are virtually impossible to get across without a camel. Some of the nomadic tribes who live in the Sahara have been there for centuries. One example is the **Tuareg**. Their name means “free men,” because their nomadic way of life has not tied them down to one area. Today many of these tribes are finding it difficult to make a living in traditional ways, and many have settled down to live in small villages and towns where they can find steady work.

Despite its harsh environment, the Sahara is home to a number of plants that can tolerate desert conditions. Those areas that do get a little rainfall or that have access to underground water often have grasses and shrubs as well as palm trees, olive trees, and cypress.

- ___ **55. Which phrase best describes the Sahara region?**
- A. hot, dry desert
 - B. rolling grassland
 - C. tropical rainforest
 - D. scattered grassland and scrub brush
- ___ **56. What is a nomad?**
- A. plantation owners who live along the coast
 - B. industrial workers who live in African cities
 - C. one who wanders from place to place to find food and water
 - D. those who live and farm in the villages on the edge of the desert
- ___ **57. What were two of the most important trade goods carried across the Sahara Desert by camel caravan?**
- A. gold and salt
 - B. iron and silver
 - C. gold and silver
 - D. spices and wood
- ___ **58. What has been the most reliable way to get across the Sahara over the centuries?**
- A. horse
 - B. camel
 - C. wagon
 - D. railroad
- ___ **59. What is the name for a desert area that gets some rainfall or where there is a spring?**
- A. oasis
 - B. Tuarag
 - C. nomad
 - D. savanna

THE SAHEL

The **Sahel** is the region just south of the Sahara Desert. The Sahel forms a wide band stretching from the Atlantic Ocean to the Red Sea. The word Sahel means "border" or "margin," and this is the region that borders the Sahara. The Sahel covers almost 1.8 million square miles. It is a region between the desert to the north and the grasslands and rainforest to the south. The Sahel is relatively flat with few mountains and hills.

The climate of the Sahel is hot and arid. While there is more rain than in the Sahara desert, rainfall in the Sahel varies from year to year, ranging from 6-20 inches. Even in the years when rainfall is plentiful, farming is difficult. Vegetation is sparse in the Sahel, and grasses and shrubs are unevenly distributed. Some areas have enough grass to support grazing animals. Other areas are dry. Desertification is a problem in the Sahel as the people who live there cut down trees for fuel and shelter.

A majority of the people living in the Sahel follow traditional ways of making a living, herding animals and living semi-nomadic lives. They move when water and grass run out for their animals. Others practice **subsistence farming**, meaning they grow just enough food for their families. Some grow peanuts and millet to sell in the market places, but undependable rain makes farming difficult. Many of countries in the Sahel have rapidly growing populations. This fact is a problem since food and water often are scarce.

- ___ **60. Which phrase best describes the Sahel?**
- A. an area that borders the desert
 - B. rolling grasslands and low hills
 - C. a desert made up of high sand dunes
 - D. cleared land that was once rainforest
- ___ **61. Why is farming so difficult in the African Sahel?**
- A. No rain falls in the Sahel at all.
 - B. Thick grass makes farming difficult.
 - C. Rainfall can vary widely from year to year.
 - D. Farm animals in the Sahel eat up all the crops.
- ___ **62. What is the most common way people make a living the Sahel?**
- A. logging
 - B. fishing and shipbuilding
 - C. caravan trade in gold and salt
 - D. herding and subsistence farming
- ___ **63. Which is a consequence of cutting down trees for fuel in the Sahel?**
- A. civil war
 - B. desertification
 - C. overpopulation
 - D. wealthy loggers
- ___ **64. How large is the region known as the African Sahel?**
- A. The Sahel is found along the Mediterranean coast.
 - B. The Sahel makes up the southern half of the country.
 - C. The Sahel is found just along the west coast of the continent.
 - D. The region extends from the Red Sea to the Atlantic Ocean just south of the Sahara Desert.

THE SAVANNA

The **savanna** is a region where grass is able to grow naturally. Usually there is not enough water to sustain trees and forests. These grasslands are important because they support many animals. Grasses and grains like wheat, oats and sorghum grow in the region, too.

The African savanna is the largest in the world. It covers almost half of Africa. When the summer rains come, the savanna is green and the grass is thick. During the winter dry season, the grass turns brown and grass fires occur. These fires are part of the natural cycle of life in the savanna.

Many animals make their homes in the African savanna. Lions, elephants, buffaloes, giraffes, zebras, leopards, cheetahs, hyenas, and rhinoceros are among the animals found there. Some of these animals, like the giraffes and zebras, feed on the plants and grasses. Others, like the lions and leopards, eat other animals.

The biggest threat to the African savanna is the increasing number of people. The increasing population in Africa has put pressure on people to open more land for farming and ranching. Every year, more savanna grassland is fenced in and plowed for crops. Expanding farmlands mean less land for the animals. Some countries, like Kenya and Tanzania, are working to set aside large areas of the savanna as national parks and game preserves. The savanna regions of Africa have faced pressure from the growth of towns and cities and the need for highways to connect urban areas. As roads are built through isolated savanna wilderness, natural animal habitats disappear.

___ **65. Which phrase best describes the savanna?**

- A. a semi-arid region just south of the Sahara Desert
- B. an area of harsh desert in the north of the continent
- C. grasslands making up half of the African continent
- D. an area of fertile plain along the Mediterranean coast

___ **66. Which is found on the African savanna?**

- A. a heavy jungle canopy
- B. a wide variety of animals
- C. dry areas with just an occasional oasis
- D. lots of commercial logging businesses

___ **67. Which is the greatest danger for the African savanna today?**

- A. seasonal fires
- B. logging industries
- C. the annual drought
- D. activities of people

___ **68. What are some African countries trying to do to protect the savanna?**

- A. setting land aside as national parks
- B. setting up zoos for the animals that are threatened
- C. stopping all commercial logging in central Africa
- D. refusing to let people move into the savanna area

THE RAINFOREST

Rainforests are found in parts of the world that are warm and humid and usually in an area near the earth's equator. Rich plant life and plentiful water allow thousands of different animals, fish, and insects to live there. Africa has the world's second-largest area of rainforests. The largest of these areas is in the Congo River basin.

There are several levels to life in the rainforest. The floor of a rainforest is home to thousands of varieties of insects, including many types of butterflies. These butterflies play an important role in pollinating the flowers and making it possible for them to reproduce. The rivers and streams in a rainforest support fish, alligators, and crocodiles. Moving higher and up into the trees, one finds the canopy layers of the rainforest, home to birds, frogs, toads, and snakes, as well as monkeys and chimpanzees. Rainforest canopies grow in multiple layers, with taller trees shading those at lower levels and allowing a wide variety of plants and animals to grow.

For most of Africa's history, the rainforests have been home to small groups of people who lived by gathering food from the forest or living on small subsistence farms. They lived simple lives that had little impact on their environment. In the 1800s that changed when European nations discovered the riches in the rainforests. Land was cleared for great plantations, including those that harvested rubber for Europe's industrial revolution. Thousands of the people who had lived in the rainforests were forced to work on these plantations and their traditional ways of life began to disappear.

Today, rainforests continue to be destroyed, but now the cause is commercial logging. This destruction of the rainforest is called **deforestation**. Timber cutting businesses also need roads and heavy equipment to get the trees they cut to cities. These roads destroy more of the natural environment. Deforestation leads to the extinction of species of both plants and animals. **Extinction** means that those species no longer exist anywhere in the world. Destruction of the forests contributes to soil erosion and desertification.

- ___ **69. Which phrase BEST describes the rainforest?**
- A. hot and dry desert
 - B. semi-arid farmland
 - C. rolling grassy plains
 - D. humid and warm with thick vegetation
- ___ **70. How does the African rainforest rank in the world in terms of size?**
- A. the largest in the world
 - B. the second largest in the world
 - C. one of the smallest in the world
 - D. large but not in comparison with most others in the world
- ___ **71. In what part of Africa is the largest rainforest found?**
- A. the Nile River basin
 - B. the Niger River basin
 - C. the Congo River basin
 - D. the Mediterranean coast
- ___ **72. Beginning in the 1800s, what did European nations do that affected the African rainforest?**
- A. cleared large areas of land for great plantations
 - B. passed laws protecting the rainforests from development
 - C. moved Europeans who had no homes to land in the rainforests
 - D. helped African nomads relocate from the desert to farms in the rainforest
- ___ **73. What is the definition of "deforestation"?**
- A. eliminating a species of an animal
 - B. creating nature preserves to protect forests
 - C. cutting down and clearing trees from the area
 - D. forcing people to move from cities into traditional forest villages

74. **What does it mean if a plant or animal becomes extinct?**
- A. It begins to smell very bad.
 - B. That type of animal can be used for food.
 - C. That type of animal becomes too numerous.
 - D. There are no more of that type of plant or animal alive in the world.
75. **Which is a factor in the destruction of the African rainforest?**
- A. annual grass fires
 - B. areas of decreasing desert
 - C. rapidly growing population
 - D. decreased use of wood as fuel

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

- a. Explain the differences between an ethnic group and a religious group.

An **ethnic group** is a group of people who share cultural ideas and beliefs that have been a part of their community for generations. The characteristics they may have in common could include language, religion, a shared history, types of foods, and a set of traditional stories, beliefs, or celebrations.

A **religious group** shares a belief system in a god or gods, with a specific set of rituals and literature. People from different ethnic groups may share the same religion, though they may be from very different cultures.

76. **Which would be an example of an ethnic group?**
- A. people who grow similar food
 - B. people who share a language or religion
 - C. people who share a belief in god or gods
 - D. people who like to read the same literature
77. **Which would be an example of a religious group?**
- A. people who grow similar food
 - B. people who share a language or religion
 - C. people who share a belief in god or gods
 - D. people who like to read the same literature

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.

ARAB

Arab people began to spread into North Africa in the late 600s AD, when the first Muslim armies arrived in Egypt. From there, Arab armies, traders, and scholars spread across the northern Africa all the way to Morocco. Wherever the Arabs went, they took **Islam** and the Arabic language with them. Arabic was necessary if one was to be able to read the Quran, Islam's holy book. From North Africa, Arab traders began to lead caravans south across the Sahara Desert in the gold and salt trade. This brought Islam and Arab culture to the Sahel region and beyond. Along the east coast of Africa, Arab traders traveled by land and by sea down to present day Kenya, Mozambique, Tanzania, and Zanzibar. They married local women and the process of blending cultures and religions began there as well. The Arabic language, the religion of Islam, and many other aspects of Muslim culture became part of Africa. Today Muslims are found throughout Africa. They make up a majority of the people living along the Mediterranean coast and in some countries along the Indian Ocean in the east.

ASHANTI

The **Ashanti** people are found in the modern country of Ghana. They have been a powerful group in this part of Africa for over three hundred years. Their culture has played a part in the countries around them, including Burkina Faso, Ivory Coast, and Togo. The Ashanti believe that their kingdom was founded in 1701 with the help of a holy man who produced a **Golden Stool** from the heavens and gave it to the first Ashanti king. The Stool came to symbolize Ashanti power and the belief is that the kingdom will last as long as the golden stool remains in the hands of the Ashanti king. The traditional Ashanti religion is centered on a belief in a supreme god, or **Nayme**. His many children, the **Abosom**, represent all the natural powers and forces in the world. The traditional Ashanti believe that all living things have souls. They also believe that witches, demon spirits, and fairies have powers in the lives of men. Ancestors are given great respect, and there are a number of family rituals associated with birth, puberty, marriage, and death.

Other religions are also practiced by many of the Ashanti. **Christianity** has gained many followers in Ghana and along the west coast of Africa. It was introduced by European and American missionaries beginning in the 1800s. There are also a large number of **Muslims**. Like so many other places in Africa, movement of people through the centuries has resulted in a great deal of diversity in nearly all aspects of life among the Ashanti.

BANTU

The **Bantu**-speaking people of Africa migrated in many different waves from the region just south of the Sahara Desert to the central and southern parts of the continent beginning over 2,000 years ago. Today the speakers of the hundreds of Bantu-related languages include many different ethnic groups, though they share a number of cultural characteristics. From their earliest days, the Bantu were known as farmers and animal herders, and they learned iron-making crafts as well. As they spread south and east across the continent, following rivers and streams, they met many new people and learned new skills, even as they shared their own. Bantu-speaking people settled as far south as the southern tip of Africa. They intermarried with the people they met accepting new traditions and blending them with Bantu culture. The Bantu migration was one of the largest movements of people in Africa's history. Today over 60 million people in central and southern Africa speak Bantu-based languages and share some part of Bantu culture.

Many Bantu who settled in areas where there was a strong Arab presence are **Muslim**. Others, living in parts of Africa influenced by missionary efforts are **Christian**. Still others follow traditional **animist religions**. Animists believe that spirits are found in natural objects and surroundings. They may feel a spiritual presence in rocks, trees, a waterfall or particularly beautiful place in the forest.

SWAHILI

The **Swahili** community developed along the coast of East Africa when Arab and Persian traders looking for profitable markets began to settle there and intermarry with the local Bantu-speaking population. The resulting Swahili culture is a mix of people who can claim ancestors in Africa, in Arabia, and even across the Indian Ocean. Many people in the countries of Kenya, Tanzania, and Mozambique share the Swahili culture, language, history and traditions. While the Swahili language is considered a Bantu language, there are many Arabic words and phrases included as well. The word Swahili comes from the Arabic word "Swahili," which means "one who lives on the coast." Most Swahili today are city dwellers rather than traditional farmers and herdsman. Many are engaged in fishing and trade, as their ancestors were.

Because contact with Arab traders was such a big part of their history, most of the Swahili today are Muslims. Islam has been one of the factors that helped create a common identity for such a diverse group of people. It is not unusual for Swahili men to wear charms around their necks containing verses of the Quran to protect them from harm. The Quran is the holy book of the Muslims. Many among the Swahili also follow local beliefs that have been part of the culture of eastern Africa since before Muslim traders arrived over a thousand years ago. These local beliefs are known as **mila**. One belief that is part of mila is that there are spirits that can possess a person. Many Swahili also see a close link between their religious beliefs and the practice of medicine and healing. Herbal medicines are often given along with prescribed prayers and rituals that are all thought to be part of the cure.

- ___ 78. **What religion did the Arabs bring with them to Africa?**
- A. Islam
 - B. Judaism
 - C. Animism
 - D. Christianity
- ___ 79. **Why was learning Arabic important for those who became Muslims?**
- A. The Quran is written in Arabic.
 - B. Arabic is an easy language to learn.
 - C. Arabic was the only written language.
 - D. Muslims are required to speak only Arabic.
- ___ 80. **Which were goods Arab traders carried across the Sahara by caravan?**
- A. salt and gold
 - B. silk and wool
 - C. grains and olives
 - D. books and writing utensils
- ___ 81. **Where do most Muslims live in Africa?**
- A. only in the Sahel
 - B. near the southern tip of Africa
 - C. in Northern and Eastern Africa
 - D. few Muslims live in Africa today

- ___ **82. In which country do most Ashanti live?**
A. Egypt
B. Kenya
C. Ghana
D. Morocco
- ___ **83. What is the significance of the Golden Stool for the Ashanti people?**
A. It symbolizes the power of the Ashanti people.
B. The stool was meant to encourage equal rights for all.
C. The Ashanti would become rich making furniture and household goods.
D. The Ashanti people could only worship if they were sitting on the Golden Stool.
- ___ **84. Those who practice the traditional Ashanti religion**
A. use the Quran as their holy book.
B. believe there is one supreme god.
C. believe that Jesus is the son of God.
D. must pray facing Mecca five times a day.
- ___ **85. What are the main religions found among the Ashanti people today?**
A. a traditional religion and Hinduism
B. a belief in Judaism and Christianity
C. a traditional Shanti religion, Christianity, and Islam
D. There is little formal practice of religion among the Ashanti today.
- ___ **86. Which BEST describes the Bantu people?**
A. The Bantu are nomadic people in the Sahara Desert.
B. The Bantu are a separate race in the northern part of the African continent.
C. The Bantu live only in cities and towns; none of them farm or herd animals anymore.
D. They are many different people who share a related language and some cultural characteristics.
- ___ **87. Why is the Bantu migration so important in the study of Africa?**
A. The Bantu migration led to the first settlements in the Sahara.
B. The migration was forced by the African governments in the north.
C. The Bantu migration brought language and iron tools across Africa.
D. During the Bantu migration, the people refused to intermarry with Arabs or Muslims.
- ___ **88. How many people in Africa today are part of the Bantu culture?**
A. only a very few
B. over 60 million
C. several hundred thousand
D. those living in the southern part of the continent

89. Which best describes the religion of the Bantu people?
- A. most are Muslims
 - B. most Bantu practice Animism
 - C. nearly all Bantu are Christians
 - D. the Bantu practice a wide variety of religions
90. Where are the majority of the Swahili people found?
- A. the Sahel
 - B. East Africa
 - C. North Africa
 - D. South Africa
91. The Swahili language is a mixture of Bantu and
- A. Arabic
 - B. Muslim
 - C. Ashanti
 - D. English
92. What does the word “Swahili” mean in Arabic?
- A. forest dweller
 - B. nomad wanderer
 - C. one who herds animals
 - D. one who lives on the coast
93. What religion is most common among the Swahili today?
- A. Islam
 - B. Hinduism
 - C. Buddhism
 - D. Christianity
94. What are the “mila” that are part of Swahili belief?
- A. spirits that can possess a person
 - B. rituals of the pilgrimage to Mecca
 - C. special foods eaten on the holidays
 - D. prayers that must be said five times a day

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

c. Evaluate how the literacy rate affects the standard of living.

Literacy, or the ability to read and write, has a big effect on the standard of living of a country. Those who cannot read or write have a very difficult time finding decent jobs. Lack of education also prevents many young people from becoming the engineers, doctors, scientists, or business managers that countries need in order to improve. Many parts of Africa have lower literacy rates than one finds in Europe or the United States. Often schooling is only available to those who can afford to pay to attend. Many countries in this region are working hard to raise literacy rates among young people. Girls tend to have less opportunity to go to school than boys in many areas of Africa. The United Nations and the World Bank are currently working with many African countries to try to bring educational opportunities to their people.

Use this chart to answer questions 95 - 99.

Country	Total Literacy Rate	Literacy of Males	Literacy of Females	GDP – Gross Domestic Product, per capita*
Burkina Faso	21%	21.8%	15%	\$1,300
Congo	67%	80.9%	54.1%	\$300
Egypt	71.4%	83%	59.45%	\$5,500
Ghana	51.9%	66.4%	49.8%	\$1,400
Kenya	85.1%	90.6%	79.7%	\$1,700
South Africa	86.4%	87%	85%	\$9,800
Sudan	61.1%	71.8%	50.5%	\$2,200
United States (for comparison)	99%	99%	99%	\$45,800

**Gross Domestic Product* is the value of all goods and services produced within a country in a given year (converted into US dollars for comparison). When divided into a value *per capita* (or per person) it can be used as a measure of the wealth or living conditions in the country. The higher the GDP value, the better the living conditions in the country.

- ___ 95. **Which African country has the highest literacy rates?**
- A. Ghana
 - B. Kenya
 - C. Burkina Faso
 - D. South Africa
- ___ 96. **Which African country has the highest GDP?**
- A. Ghana
 - B. Kenya
 - C. Burkina Faso
 - D. South Africa
- ___ 97. **Which African country has the lowest literacy rate?**
- A. Ghana
 - B. Kenya
 - C. Burkina Faso
 - D. South Africa
- ___ 98. **Which country demonstrates GDP will not always be high just because the literacy rate is high?**
- A. Egypt
 - B. Congo
 - C. Burkina Faso
 - D. South Africa
- ___ 99. **How do the literacy rates for men and women compare in most of the countries represented on this chart?**
- A. It costs more for a country to educate women.
 - B. The chart proves that most women do not want to go to school.
 - C. There is very little difference in the literacy rates for men and women.
 - D. In nearly all the countries women have a lower literacy rate than men.

GOVERNMENT/CIVICS UNDERSTANDINGS

SS7CG1 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, federal.

A **unitary government system** is one in which the central government holds nearly all of the power. In a unitary system, local governments such as state or county systems may have some power at certain times, but they are under the control of the central government. The central government has the power to change the way state or county governments operate or remove them altogether. Some unitary governments have elected officials who, once elected, may make and enforce laws without taking the opinions of those at lower levels of government into consideration. A **monarchy**, where a king and his advisors make most of the decisions, would be a good example of a unitary government. Some of the countries in Africa have unitary forms of government. Other African countries have kings, but most of them are kings of particular tribes or ethnic groups and do not play a major role in the day-to-day government of the countries.

A **confederation government system** is one in which the local governments hold all of the power and the central government depends on the local governments for its existence. The central government has only as much power as the local governments are willing to give it. The United Nations is a good example of a confederation. The UN can only offer advice and assistance when the member nations agree to cooperate.

A **federal government system** is a political system in which power is shared among different levels of government. It is a government made up of an executive branch, a legislative branch, and a judicial branch. Power is shared between the national government and the local governments.

_____ **100. In a unitary government system who holds most of the power?**

- A. the individual voters
- B. the local governments
- C. the central government
- D. both the central and local governments

_____ **101. In a confederation government system who holds most of the power?**

- A. individual voters
- B. local governments
- C. central government
- D. central and local governments

_____ **102. In a federal system of government, who holds most of the power?**

- A. the president
- B. the local governments
- C. the central government
- D. power is shared among different levels of government

SS7CG1 The student will compare and contrast various forms of government.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

People who live under different kinds of governments often find there are great differences in the rights given to individual citizens.

An **autocratic government** is one in which the ruler has absolute power to do whatever he wishes and make and enforce whatever laws he chooses. Individuals who live under autocratic governments do not have any rights to choose leaders or vote on which laws are made and put into practice. Some autocratic governments may allow the people rights in certain areas like managing local affairs, but the central government keeps control of all the most important aspects of the country's life. In an autocratic system, people usually have little or no power to use against the government if they disagree with decisions that government or ruler has made.

An **oligarchy** means "government by the few." In this form of government, a political party or other small group makes all of the major decisions. The people of the country have little choice but to go along with the decisions they make. This sort of government can be very similar to an autocratic government.

In a **democratic** government system, the people play a greater role in deciding who the rulers are and what decisions are made. "**Democracy**" comes from the Greek word "demos" which means "people." In this form of government, a great deal of power is left in the hands of the people. Decisions are often made by majority votes, but there are also laws in place to protect individual rights. If a person living in a democracy feels his rights have been violated, he has the power to ask the government for help in correcting the situation.

_____ **103. In an autocracy, who makes most of the important governmental decisions?**

- A. the courts
- B. the people
- C. an individual ruler
- D. an elected legislature

_____ **104. Which describes the decision-makers in an oligarchy?**

- A. voting citizens
- B. judges and lawyers
- C. a king and his family
- D. a group of powerful leaders

_____ **105. Why do the individual voters have more power in a democracy than they do in an autocracy or an oligarchy?**

- A. Kings are always cruel rulers.
- B. The people play a role in deciding who rules.
- C. All of the power stays in the hands of the local governments.
- D. Voters in democratic countries always choose qualified leaders.

SS7CG1 The student will compare and contrast various forms of government.

- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

In a **parliamentary** form of democratic government, the people vote for those who represent the political party they feel best represents their views. The legislature they elect, the **Parliament**, makes and carries out the laws for the country. The leader of a parliamentary form of government is usually chosen by the party that wins the most seats in the legislature. This leader is often called a Prime Minister or Premier and is recognized as the head of the government. The Prime Minister leads the executive branch of the government and must answer directly to the legislature for the actions and policies recommended. In many parliamentary governments, a “Head of State” is more of a ceremonial leader.

In a **presidential** form of government, a **president**, or chief executive, is chosen separately from the legislature. The legislature passes the laws, and it is the duty of the president to see that the laws are enforced. The president holds power separately from the legislature, but he does not have the power to dismiss the legislature or force them to make particular laws. The president is the official head of the government. The legislature does not have the power to dismiss the president, except in extreme cases. The president is both the Head of State and the head of the government.

- _____ **106. Which branch of government is responsible for making and carrying out the laws in a parliamentary system of government?**
- A. courts
 - B. monarch
 - C. president
 - D. legislature
- _____ **107. What is the leader of a parliamentary system often called?**
- A. king
 - B. president
 - C. governor
 - D. prime minister
- _____ **108. Which BEST describes the two predominant forms of a democratic government?**
- A. dictatorship and republican
 - B. presidential and dictatorship
 - C. presidential and confederate
 - D. parliamentary and presidential
- _____ **109. The leader of a parliamentary type of government is called the**
- A. dictator.
 - B. president.
 - C. prime minister.
 - D. prime negotiator.

- _____ **110. Who chooses the country's leader in a parliamentary form of government?**
- A. the monarch
 - B. popular vote of the people
 - C. decision by the national courts
 - D. the party with the most representatives in the legislature
- _____ **111. Which BEST describes a head of state in a parliamentary government system?**
- A. person who has no role in government
 - B. ceremonial figure without much actual power
 - C. the most powerful person in the national government
 - D. one who can veto or cancel laws passed by the legislature
- _____ **112. Which branch of government passes laws in a presidential system of government?**
- A. judicial
 - B. executive
 - C. legislative
 - D. bureaucracy
- _____ **113. In a presidential system of government how is a president chosen?**
- A. separately from the legislature
 - B. by a decision of the national courts
 - C. by a majority vote of the legislature
 - D. by the political party with the most representatives in the legislature
- _____ **114. What is the role of the president regarding the laws passed by the legislature?**
- A. The president is supposed to enforce those laws.
 - B. The president can change the laws he does not like.
 - C. The president sends the laws to the states for approval.
 - D. Laws passed by the legislature do not have to go to the president for approval.
- _____ **115. What is one main difference between a president and a prime minister?**
- A. A prime minister has more power than a president.
 - B. A president has to be elected while a prime minister does not.
 - C. A prime minister does not belong to a particular political party, while a president always does.
 - D. A president is separate from the legislature, while a prime minister answers directly to the legislature.

SS7CG2 The student will explain the structures of the modern governments of Africa.

- a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership, and the role of the citizen in terms of voting and personal freedoms.

The countries of Kenya, South Africa, and Sudan have very different governmental systems today. Though all three are described as "republics," the reality is very different in each country.

Use this chart to answer questions 116 - 121.

Country	Type of Government	Head of State	Who Can Vote	Degree of Personal Freedom for Citizens	Year of Independence from Colonial Rule
Republic of Kenya	Republic, with one-house legislature called the National Assembly	President leads the Kenyan African National Union (KANU) political party	All citizens 18 years of age or older can vote.	Freedoms are written into the constitution but government is dominated by the president. There have been improvements in citizens' rights in recent years though.	Kenya became independent from Great Britain in 1963.
Republic of South Africa	Republic, with a two-house National Assembly	President elected by the National Assembly	All citizens 18 years of age or older can vote.	Personal freedoms are numerous. Apartheid (legal separation of the races) has ended. Literacy rates are high.	South Africa became independent from Great Britain in 1910. The racially segregated government was ended in 1994, when majority rule was established.
Republic of Sudan	A government of national unity was formed with a National Legislature. The government is dominated by the National Congress Party however.	President and Head of State lead the National Congress Party.	All citizens 17 years of age or older can vote.	Citizens of Sudan have few real constitutional freedoms unless they are associated with the National Congress Party. Most government positions are appointed. Elections are supposed to be held in the future.	Sudan became independent of Egypt and Great Britain in 1956.

(Source: CIA World Factbook)

- _____ **116. What is confusing about the fact that all three of these countries are called “republics”?**
- A. Two of the countries are ruled by kings.
 - B. These countries do not allow women to vote.
 - C. The governments of all three work in different ways.
 - D. Only one of the countries has a legislature or representative assembly.
- _____ **117. Which country has been independent of colonial control for the longest time?**
- A. Kenya
 - B. Sudan
 - C. South Africa
 - D. still under colonial control
- _____ **118. Which term correctly defines “apartheid”?**
- A. ruled by a king
 - B. a two-house legislature
 - C. legal separation of races
 - D. ruled by European colonial country
- _____ **119. How is the president of South Africa chosen?**
- A. He is appointed by the king.
 - B. He is elected by the National Assembly.
 - C. He is chosen by the country’s religious leader.
 - D. He is identified by the people in a national election.
- _____ **120. Which European country once controlled two of these countries as a colonial power?**
- A. Egypt
 - B. France
 - C. Germany
 - D. Great Britain
- _____ **121. Who makes most of the important government decisions in the Republic of Sudan?**
- A. the king
 - B. the country system
 - C. major issues decided in national voting
 - D. president and National Congress Party

SS7CG3 The student will analyze how politics in Africa impacts the standard of living.

- a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.

The Republic of Kenya and the Republic of Sudan present very different pictures when looking at how the two countries provide education for their children. Factors like money, political stability, and even traditions play a part in shaping the educational systems of the two countries.

KENYA

The country of Kenya currently has a national literacy rate of about 85 percent, a figure that ideally could be higher but one that has improved a lot in recent decades. The Kenyan government has made improving education a priority. They have started a number of government programs for building schools and eliminating fees for the children who want to go to school. Kenya has a Ministry of Education whose motto is "Quality Education for Development." About 85% of Kenya's school-age children attend elementary school. That number drops to 24% for high school, and only 2 percent for college. The Ministry of Education is trying to keep more children in school by offering vocational and technical education by the year 2010. Kenya currently spends about 7% percent of their national budget on education. They have also gotten some help from organizations like the **United Nations** and the **World Bank** to offer more educational opportunities to the Kenyan children. Kenya also has a number of universities, both public and private, though only a small percentage of students in Kenya go on to study at that level.

Unfortunately, the Kenyan literacy rate of 85% does not show the gap that exists between boys and girls in Kenya. The literacy rate for boys is about 91 percent, while that for girls is 79 percent. This wide gap between boys and girls can be explained by a number of factors. Literacy and school attendance are much higher for both boys and girls in cities. The attendance rate drops for all children living in rural areas. However, for girls the numbers are much worse than for boys. Teachers still have to work to get many rural families to see the importance of education for girls. The traditional view is that boys need education to get better jobs. Girls only need to prepare for marriage. Early marriages are very common in rural parts of the country, and a marriage brings a dowry to the bride's family. A **dowry** is money or gifts the groom and his family gives to the bride and her parents as a wedding present.

SUDAN

The Republic of Sudan has not made quite the progress in education that one sees in Kenya. The Republic of Sudan has been involved in a **civil war** for many years, and that conflict has meant chaos for the southern and western parts of the country. Sudan has a national literacy rate of about 61 percent, and a wide gap in the literacy of boys and girls. Sudan's boys have a literacy rate of about 72 percent, while girls have only 50 percent. The military conflict in the countryside has left many schools in ruins while children living in cities having the best chance to get an education. Boys' educational programs receive about two-thirds of the available money for education, while girls' educational programs get only one-third. Educational reform was introduced in the 1990s, but emphasis was placed mainly in expanding the religious education of the students.

Sudanese girls face many of the same problems as girls throughout Africa who live in rural or traditional communities. Many parents are concerned that allowing girls to go to public schools will result in their learning bad behavior. They also feel if there is money to spend on education, it should go to their sons who will have to be able to earn a living. Daughters are often seen as needing only to prepare for marriage. A married daughter means wealth for both families, dowry money for the bride's family and a new household worker for the family of the groom. Many girls who are allowed to go to school are sent to religious schools where they mainly study the Quran.

- _____ **122. What is the literacy rate across Africa?**
A. 25 percent
B. 50 percent
C. 75 percent
D. 85 percent
- _____ **123. What is the literacy rate in the Republic of Sudan?**
A. 51 percent
B. 61 percent
C. 71 percent
D. 81 percent
- _____ **124. How do the literacy rates for boys and girls compare in both Kenya and Sudan?**
A. Literacy rates for girls are higher.
B. Literacy rates for boys are higher.
C. There is no difference in literacy rates.
D. Literacy rates are not reported by gender.
- _____ **125. What percentage of Kenyan children attends elementary school?**
A. 55 percent
B. 65 percent
C. 75 percent
D. 85 percent
- _____ **126. What organization is primarily responsible for improvements in Kenya's educational system?**
A. the World Bank
B. the African Union
C. the United Nations
D. the Kenyan Ministry of Education
- _____ **127. Why are literacy rates for girls lower than those for boys in both Kenya and Sudan?**
A. Very few schools have been opened for girls in either country.
B. Girls have shown they cannot do schoolwork as easily as boys.
C. Most girls in these countries have no interest in going to school.
D. Traditional views say that girls should be married rather than educated.
- _____ **128. What would be the correct definition of a "dowry"?**
A. the gifts wedding guests give to the bride and groom
B. money paid to the government to get a marriage license
C. the household goods a bride must give the groom's family
D. money or gifts given by the groom to the bride's family at marriage

- _____ 129. What is one factor that has caused the Republic of Sudan to pay less attention to education?
- A. civil war
 - B. lack of interest
 - C. education system needs improvement
 - D. no education beyond elementary school
- _____ 130. Many of the girls who do go to school in the Republic of Sudan are only allowed to study what subjects?
- A. military subjects
 - B. religious subjects
 - C. housekeeping skills
 - D. languages and reading

SS7CG3 The student will analyze how politics in Africa impacts the standard of living.

- b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

Sub-Saharan Africa has one of the highest HIV/AIDS infections in the world. Estimates are that there are about 23 million people living in Africa with AIDS and another 1.5 million have died from the disease. Because so many of the victims are young and middle aged adults, their deaths have left Africa with over eleven million orphans. Some of these children are able to move in with relatives. Many thousands of others have no one to take care of them and they must try to survive on their own. The extent of the disease in Africa is just being understood. Most health officials expect the numbers of those infected and of those who die will increase in the next ten years. Poor health care systems, poverty, and lack of government organization, as well as ignorance about the disease and its prevention all contribute to the rapidly expanding number of cases. The **antiretroviral drugs (AVTs)** that are able to slow down the progress of the disease are expensive and beyond the budgets of many who are infected.

South Africa is a different story. Health officials at the United Nations have estimated that one in five South Africans may be infected with HIV/AIDS, yet few people can get the drugs they need to slow the disease. AIDS took hold in South Africa first in the 1990s when the country was trying to end the old apartheid system of racial segregation. The early days of the HIV epidemic were overshadowed by the nation's other problems. Some see HIV/AIDS as a disease only of the poor. Some men blame it on the women. Ignorance has a real impact on how rapidly this disease spreads.

Zimbabwe has one of the highest rates of HIV/AIDS infection in the world. Government corruption, civil unrest, and suspicion of offers of help from other countries have made Zimbabwe's problems even greater. Zimbabwe's poor economy has made expensive antiretroviral drugs impossible for most people to afford. Political turmoil and a harsh government have created many refugees in Zimbabwe, making the health crisis even worse.

Nigeria has a 3.1 percent HIV/AIDS infection rate, relatively low in comparison to some other African countries. However, Nigeria has a very large population, so that 3.1 percent translates into almost 3,000,000 people who are currently infected. Though Nigeria has oil, most Nigerians are relatively poor, and the Nigerian government did not make HIV/AIDS a priority until the late 1990s. Since then, Nigeria has made HIV/AIDS prevention, treatment, and care a main concern. While Nigeria still has to struggle with the HIV/AIDS problem, the government is working hard to educate the people and make treatment available.

Botswana, a country with a high rate of infection, has also been one of the countries to mount the most effective response to the disease. Botswana has had four decades of peace since gaining independence in 1966. The country has a sound economy because of the diamond trade. Even though many Botswanans are still poor, the country's government has provided education and prevention training for its citizens and medical care for those who are already infected.

_____ **131. Which statement below accurately describes the rate of HIV/AIDS infection in Sub-Saharan Africa?**

- A. Infection is rapidly increasing.
- B. It is among the highest in the world.
- C. It is not a real concern for most people.
- D. Information is not available on infection rates.

_____ **132. Which factor does not play a role in the spread of HIV/AIDS?**

- A. poverty
- B. poor health care system
- C. lack of government organization
- D. programs for prevention and treatment

_____ **133. What often happens to the children of those infected with HIV/AIDS?**

- A. They are also infected.
- B. Many of these children become orphans.
- C. AIDS never infects the children of adult victims.
- D. All these children are taken care of by the state government.

_____ **134. Why don't more Africans infected with HIV/AIDS take the antiretroviral drugs (AVTs) that can slow down the progress of the disease?**

- A. The drugs are too expensive for most Africans.
- B. These drugs are not for sale anywhere in Africa.
- C. These drugs do not seem to work well on African patients.
- D. Western drug companies will not accept African currency as payment.

_____ **135. How does the HIV/AIDS rate in Zimbabwe compare to the rest of the African countries' rates?**

- A. It has declined in recent years.
- B. It is one of the highest on the continent.
- C. HIV/AIDS has never been a problem in Zimbabwe.
- D. Infected Zimbabweans have always had easy access to antiretroviral medications.

_____ **136. What has been the response of the Nigerian government to the HIV/AIDS crisis?**

- A. The government refuses to admit there is a problem.
- B. Nigeria's government has no plans to fight the crisis.
- C. Most in the government blame HIV/AIDS infections on visiting tourists.
- D. The government is working hard to educate the people and make treatment available.

_____ **137. What has been the response of the government of Botswana to that country's high rate of HIV/AIDS infection?**

- A. They have mounted the most effective response to the diseases.
- B. Botswana cannot do much to help because the government is very poor.
- C. The government still does not admit that any in Botswana are infected with HIV/AIDS.
- D. The leaders of Botswana believe HIV/AIDS came from South Africa, and they want that country to pay for treatment and education programs.

FAMINE

Many African countries face famine today because of climate changes, political conflict which disrupts farming, poor prices for African goods on the world market, disease, and poorly organized or corrupt governments.

Zimbabwe is an example of how poorly thought out government policies can lead to famine and starvation. A land reform program that was begun was to have placed more land in the hands of native Zimbabweans. Old landowners, many of whom had been associated with the apartheid system of the colonial days were run off the land. In the chaos that followed, many farmers failed to produce under their new owners, and food shortages quickly followed.

Angola just ended a long civil war. People thought this would bring back some prosperity to the country. However, hundreds of thousands of Angolans who had left the country during the war returned and food shortages quickly developed.

The Republic of Sudan, another African country, has experienced famine during their 20 years of civil war. Millions of Sudanese in the southern part of the country are now dependent on international aid to avoid starvation.

Uganda has had to deal with fighting among a wide variety of armed people, including different ethnic groups, rebel forces trying to overthrow the government, armed gangs, and military factions. Though the country is more stable than in the earlier years after independence, conflict continues to disrupt agriculture and trade, making food shortages common.

_____ **138. How do political conflicts sometimes lead to famine?**

- A. Crops never seem to grow well in times of war.
- B. Conflicts disrupt farming and little food is produced.
- C. Political leaders order farmers to stop work in times of conflict.
- D. Political conflicts rarely have any significant effect on food supply.

_____ **139. What sort of political conflict led to famine in the African country of Angola?**

- A. civil war
- B. high taxes
- C. king was overthrown
- D. British trying to regain control

_____ **140. How do millions of people in southern Sudan get food today?**

- A. They have begun successful farming again.
- B. The Sudanese government takes care of them.
- C. Food is provided through international organizations.
- D. They are able to buy enough food from those living in the cities.

ECONOMIC UNDERSTANDINGS

SS7E1 The student will analyze different economic systems.

- a. Compare how traditional, command, and market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.

Every society must deal with providing goods and services for its people. Each society must also develop an economic system that can decide how to use the limited resources of that society. Three basic questions must be answered:

1. What goods and services will be produced?
2. How will these goods and services be produced?
3. Who will use the goods and services that are produced?

A TRADITIONAL ECONOMY

In a **traditional economy**, most of the economic decisions that are made are based on custom and on the habit of how such decisions were made in the past. The word **tradition** means something that has been passed down in a culture from one generation to the next. In a traditional economy, people produce mainly for their own families and neighborhoods. This is also sometimes called a subsistence economy, because they do not produce large quantities of surplus goods to sell in a market. In many areas where a traditional economy is found, people swap the goods they have produced with others who produced different items. The trade would be goods for other goods, with no money involved. This sort of system is what is known as **bartering**, and it was once very common in rural areas. Bartering still exists on a small scale in many countries, where one can find communities that are still somewhat isolated from the outside world.

_____ 141. In a traditional economy, how are economic decisions made?

- A. custom and habit
- B. government leaders
- C. consumers and planners
- D. combination of consumers and producers

_____ 142. Which would be a problem for a community with a traditional economy?

- A. People in the village find ways to make their products more efficiently.
- B. The price of advanced electronics, like computers, begins to rise rapidly.
- C. People in the country begin to want and need products that cannot be made or traded locally.
- D. Older villagers take on younger workers to learn to make the products they have been producing.

A COMMAND ECONOMY

A **command economy** is a centralized economy, one in which government planning groups make most of the basic economic decisions for the workers. This central planning group would decide which goods and services should be produced, as well as prices for the goods and wages paid to the workers. No individual could decide to start a new business on his or her own. The government would decide what to produce and who would own the places where the goods were produced. The government would also decide what jobs the workers would do and how and where the goods produced would be sold.

_____ 143. In a command economy, how are economic decisions made?

- A. custom and habit
- B. government planners
- C. consumers and the market
- D. combination of consumers and planners

_____ 144. Which would be a problem in a command economy?

- A. People would get rich.
- B. Local crafts would be produced before manufactured goods.
- C. Individual business people would risk their own money to produce goods.
- D. A worker trying to start a new business on his or her own would need permission.

A MARKET ECONOMY

The third basic type of economic system would be a **market economy**, one in which a society's economic decisions are made by individuals who decide what to produce and what to buy. Other names for a market economy would be **capitalism**, **free enterprise**, or **laissez-faire** (a French phrase that means "to allow them to do as they please"). In this type of economy, people would take an economic risk as they invest in a new business. If the new businesses are successful, the people who organized and funded it will be successful and make a profit. If the businesses fail, the investors will lose money.

_____ 145. In a market economy, how are economic decisions made?

- A. custom and habit
- B. government planners
- C. consumers and the market
- D. individuals starting new businesses

_____ 146. Who takes on the financial risk in starting a new business in a market economy?

- A. consumers
- B. government planners
- C. individual business people
- D. combination of planners and investors

SS7E1 The student will analyze different economic systems.

- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

A MIXED ECONOMY

In reality, nearly all modern economies in the world today have characteristics of all three types of economic systems, and the countries of Africa are no exception. That is why they are called mixed economies.

A **mixed economy** is located on a continuum between a pure market and a pure command economy.

_____ **147. Why are most modern economies referred to as mixed economies?**

- A. Poverty is always highest in countries with market economies.
- B. Government planners do not know how to handle economic problems.
- C. Products made by traditional economies have no markets in the modern world.
- D. Most countries have aspects of all three economic types at work in their economies.

Today no countries in the world have economic systems that are all traditional, all command, or all market systems. Nearly all countries of Africa today would best be described as mixed economies, as they have the characteristics of free market and free enterprise as well as some government planning and control. As African nations join the world economic market, they are finding that there is a place in the economic world for many different approaches to what they produce, how to do it, and for whom.

_____ **148. Why do most economies in the world today operate somewhere in between a market economy and a command economy?**

- A. Government control always makes a market economy profitable.
- B. Most consumers prefer government control to a free market system.
- C. Government control of some aspects of the economy has never been successful in the modern world.
- D. Most economies have found they need a mix of free market and some government control to be successful and protect consumers.

SS7E1 The student will analyze different economic systems.

c. Compare and contrast the economic systems in South Africa and Nigeria.

Use this chart to answer questions 149 - 153.

Area of Comparison	South Africa	Nigeria
Type of economy	A technologically advanced market economy with some government control; one of the strongest economies in the region	Poorly organized economy after a long period of military dictatorship and corruption; now trying to reorganize with more private enterprise allowed; want to be able to take advantage of strong world oil market
Goods produced	Mining (platinum, diamonds, and gold), automobile assembly, machinery, textiles, iron and steel chemicals, fertilizer	Oil and petrochemicals are the primary market goods; Nigeria once exported food and other agricultural products but now must import them.
Leading Exports	Gold, diamonds, platinum, other minerals, machinery and equipment	Oil and petrochemical products
GDP per capita	\$9,800	\$2,000
GDP Composition by Sector	Agriculture – 3% Industry – 31% Services – 65%	Agriculture – 17% Industry – 52% Services – 30%
Unemployment Rate	24%	4.9%

- _____ **149. The economies of the two countries on the chart could best be described as**
- A. mixed.
 - B. market.
 - C. command.
 - D. traditional.
- _____ **150. What is South Africa's main export?**
- A. oil
 - B. textiles
 - C. gold and diamonds
 - D. agricultural products
- _____ **151. Which country has the largest per capita GDP?**
- A. Nigeria
 - B. South Africa
 - C. GDP information is not available.
 - D. The GDPs are almost all the same.
- _____ **152. Why was Nigeria formerly under a command economic system?**
- A. The country was under military rule.
 - B. Most people did not know how to produce anything on their own.
 - C. The government wanted to control the gold and diamond exports.
 - D. They were forced by the United Nations to use a command system.
- _____ **153. What does the chart indicate that might be a concern about the economy of South Africa?**
- A. The GDP is lower than that of Nigeria.
 - B. The country has a high unemployment rate.
 - C. There is not much of a world market for gold and diamonds.
 - D. Few of their people are able to work in the services sector of the economy.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

- a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

VOLUNTARY TRADE

Voluntary trade is a key to a healthy market economy. Voluntary trade goes on when both parties in the transaction see that they will be able to gain something from the exchange. Ideally, this sort of trade is able to go on without government restriction or regulation either between individuals or between countries. Voluntary trade also encourages people and industrial planners to specialize in making those things the market demands. This encourages specialization and usually means production that is more efficient and more profitable. While many countries try to protect their own industries by putting taxes on imported goods, others have worked to end trade barriers. In Africa, examples of such programs would be the regional trade associations that have developed in recent years. These organizations are working to make trade among the nations in their region more open and mutually supportive.

154. How does voluntary trade help the economy?

- A. Voluntary trade means prices will always be low.
- B. Voluntary trade only works when tariffs are in place.
- C. This sort of trade involves many government regulations.
- D. It encourages specialization and usually means more profit.

SPECIALIZATION

Not every country can produce all of the goods and services it needs. Because of this, countries specialize in producing those goods and services they can provide most efficiently. They look for others who may need those goods and services so they can sell their products. The money earned allows the purchase of goods and services the first country is unable to produce.

In international trade no country can be completely self-sufficient (produce all the goods and services it needs). **Specialization** in those products a country makes best and that are in demand on the world market creates a way to earn money to buy items that cannot be made locally.

Most of the countries in Africa today are trying to find the products they can produce. Some countries are working to develop markets for products they are suited to produce. South Africa has rich deposits of gold, diamonds, and platinum. These are goods needed by other countries. South Africa has specialized in the development of this mineral wealth and has a thriving precious metals industry. Nigeria has rich oil deposits. The United States gets almost 15 percent of its imported oil from Nigeria. Unfortunately, the emphasis on oil production has left other parts of Nigeria's economy disorganized. Nigeria now has to import food to feed its large and growing population.

There are many possibilities for profitable specialization among African countries. For example, Uganda has an excellent history of producing high quality cotton. Neighboring Kenya is working to build a good system of textile manufacturing plants. If the two countries could do more planning, Uganda's specialization in producing cotton could supply Kenya's specialization in the manufacture of cotton cloth.

- _____ **155. Why is specialization so valuable in international trade today?**
- A. Most countries can only make one product very well.
 - B. Specialization limits the amount of agriculture a country allows.
 - C. Specialization always keeps the prices low on goods that are imported into a country.
 - D. Specialization allows people to do a more efficient job at producing what they make best and trade for the things they want.
- _____ **156. In which has South Africa specialized?**
- A. oil production
 - B. grain production
 - C. textile manufacturing
 - D. gold and diamond mining
- _____ **157. In which has Nigeria specialized?**
- A. oil production
 - B. gold and salt trade
 - C. corn and wheat production
 - D. iron and steel manufacturing
- _____ **158. What part of the United States' oil is imported from Nigeria?**
- A. 15 percent
 - B. 50 percent
 - C. 75 percent
 - D. almost none
- _____ **159. How has Nigeria's concentration on oil hurt that country's overall economy?**
- A. No one in Nigeria uses oil for fuel.
 - B. Agriculture has suffered greatly and now Nigeria must import food.
 - C. The price of oil on the world market has dropped and cut Nigeria's profits.
 - D. The country has not been able to get the oil into tankers for shipment to other countries.
- _____ **160. In which areas could Kenya and Uganda plan together to specialize?**
- A. iron mining and the steel industry
 - B. cattle raising and meat processing
 - C. cotton production and textile manufacturing
 - D. grain production and processing flour and corn meal

TRADE BARRIERS

Trade barriers are anything that slows down or prevents one country from exchanging goods with another. Some trade barriers are put in place to protect local industries from lower priced goods made in other countries. Other times trade barriers are created due to political problems between countries. Trade is stopped until the political issues are settled.

A **tariff** is a tax placed on goods when they are **imported** (brought into one country from another country). The purpose of a tariff is to make the imported item more expensive than a similar item made locally. This sort of a tariff is called a “**protective tariff**” because it protects local manufacturers from competition coming from cheaper goods made in other countries. If a country in Africa wanted to be sure only locally grown grain was purchased, the government might place a tariff (a tax) on any grain imported from other countries. That tariff makes the imported goods more expensive than the locally produced goods. Therefore, sales of imported grain would go down, and sales of locally grown grain would go up.

A **quota** is a different way of limiting the amount of foreign goods that can come into a country. A quota sets a specific amount or number of a particular product that can be imported or acquired in a given period. By limiting imports, more people will buy products made locally. A quota can also be a limit placed on how much of a particular product can be produced. Nigeria is a major producer of oil. Nigeria is also a member of the **Organization of Petroleum Exporting Countries (OPEC)**. OPEC places quotas on how much oil each member nation can produce for the world market in order to keep prices at levels they want. This quota is designed to regulate the supply and the price of oil. The goal is for OPEC to make as much profit as possible.

A third type of trade barrier is called an **embargo**. An embargo is when one country announces that it will no longer trade with another country. The goal is to isolate the country and cause problems with that country’s economy. Embargoes usually come about when two countries are having political problems. One example of an embargo involves South Africa. This country once practiced an official policy of **apartheid** (the legal separation of the races). Many countries in the United Nations thought this was wrong. They decided to stop selling weapons to South Africa. The embargo lasted for many years. More products and money were kept from South Africa. In the 1990s, South Africa officially dropped its apartheid system and the nations of the world began trading with South Africa again.

_____ **161. What is a tariff?**

- A. a tax paid by the purchaser when goods are sold
- B. a tax placed on goods coming into one country from another
- C. a tax placed on goods made by local craftsmen or manufacturers
- D. a fee paid when goods are shipped from one state to another in the United States

_____ **162. What is a quota?**

- A. a tax placed on imported goods when they enter the country
- B. a limit on the amount of foreign goods allowed into a country
- C. a decision to prevent certain goods from being imported at all
- D. a tax placed on goods when they are purchased in the market place

_____ **163. What is an embargo?**

- A. a tax placed on goods coming into the country from overseas
- B. a limit on the amount of certain goods allowed into the country
- C. a tax paid by the producer before he can sell his goods in another country
- D. a halt to trade with a particular country for economic or political reasons

_____ **164. How could a high tariff on imported grain help the people in the country charging the tariff?**

- A. The grain process would be lower if tariffs were in place.
- B. Local grain would always be of a higher quality than grain from other countries.
- C. Local grain would be more plentiful because it was grown closer to the markets.
- D. Local farmers would be able to sell their grain since it would be cheaper than imported grain.

_____ **165. Why did a number of the countries of the United Nations have an embargo on South Africa?**

- A. South Africa refused to take part in international trade.
- B. They wanted South Africa to end its system of apartheid.
- C. Some were hoping for better oil deals from the South African government.
- D. They wanted South Africa to lower the world price of gold and diamonds.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

- b. Explain why international trade requires a system for exchanging currencies between nations.

EXCHANGING CURRENCIES IN INTERNATIONAL TRADE

In order for countries to trade with each other, a system of exchanging currencies is necessary. Most countries have their own individual types of money. Currency from countries with stronger economies is usually easier to exchange because it has a more dependable value. Many of the currencies of African nations are harder to exchange because there has been so much political unrest and economic problems.

Parts of Africa have already begun to use a currency that can be exchanged between nations. This currency is called the **CFA franc**. This currency was created after World War II when economies around the world were unstable. The value of the currency was tied to the French franc, because France has been in power in parts of Africa.

Today there are two versions of the **CFA franc**. One is called the **West African CFA franc** and the other is the **Central African CFA franc**. They now have their value linked to the Euro, which is used in the European Union.

_____ **166. Why is a system of currency exchange necessary for international trade?**

- A. Nearly all world currencies are worthless on the world market.
- B. Those buying goods on the world market want to be paid in gold and silver.
- C. Most goods bought on the international market must be paid for in US dollars.
- D. There must be a way to pay for goods purchased from countries with different types of currencies.

_____ **167. The CFA Franc is used in what part of Africa?**

- A. along the Atlantic coast
- B. in West and Central Africa
- C. along the Indian Ocean coast
- D. in the southern part of the continent

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

Human capital means the knowledge and skills that make it possible for workers to earn a living producing goods or services. The more skills and education workers have, the better they are able to work without mistakes and to learn new jobs as technology changes. Companies that invest in better training and education for their workers generally earn more profits. Good companies also try to make sure working conditions are safe and efficient, so their workers can do their jobs with less risk.

Gross domestic product, or **GDP**, is the total value of all the final goods and services produced within a country in a single year. Wealthy countries have a much higher **per capita GDP** (amount of goods and services produced divided by the total population) than do developing or underdeveloped countries.

Companies that have invested in human capital through training and education are more likely to have profitable businesses and more satisfied workers than companies that do not make these investments. Countries where training and education are more easily available often have higher production levels of goods and services. The countries in Africa have widely different GDP levels. Those countries that make it possible for workers to receive training and education tend to be wealthier than those that do not.

South Africa has invested heavily in human capital. They have a diversified economy and one of the highest Gross Domestic Products on the continent. The electronics industry in South Africa requires workers with skills and training, and the mining industry relies on workers who can deal with technology that is more sophisticated. In spite of these positive factors, South Africa still has one of the highest unemployment rates in Africa. Over 25 percent of the country's workers are unemployed. Most of them are black people who are still suffering the effects of the apartheid system that was in place in South Africa for many years.

Nigeria is an example of a country that should have a strong economy because they have rich deposits of oil and an educated population. However, years of government corruption, civil war, and military rule have left Nigeria poor. Nearly 70 percent of the people in Nigeria have to live on less than one dollar a day. Even though it has good farmland, it must import food to keep its people from starving.

_____ **168. Which is a part of a country's human capital?**

- A. skills and knowledge workers have
- B. taxes collected from a country's workers
- C. money paid to workers for producing goods
- D. the amount of goods sold in foreign trade in a year

_____ **169. Why has the country of South Africa made a big investment in human capital?**

- A. South Africa has no natural resources to develop.
- B. They were forced to provide training and education by the United Nations.
- C. Some of that country's most important industries need educated, skilled workers.
- D. Most schools and universities are free because of foreign investment in the country.

_____ **170. What accounts for the high unemployment rate in South Africa?**

- A. Grain production requires few workers.
- B. The government does not provide free public education.
- C. Unemployed black workers are still feeling the effects of the apartheid system.
- D. South Africa's industries use foreign workers who put local people out of work.

_____ **171. What is the gross domestic product (GDP)?**

- A. the amount collected in taxes from the people of a country in a year
- B. total value of goods and services produced within a country in a year
- C. the value of all the products a country buys from foreign nations in a year
- D. the value of all goods and services produced by small shops and individually owned businesses in a country

_____ **172. If a country does not invest in its human capital, how can it affect the country's gross domestic product (GDP)?**

- A. Investment in human capital has little effect on a country's GDP.
- B. GDP is only affected if workers pay for the investment out of their own pockets.
- C. Most workers want to keep their jobs just as they are and do not care about GDP.
- D. GDP may go down because poorly trained workers will not be able to do their jobs as well.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- b. Explain the relationship between the investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

Capital goods are the factories, machines, and technology that people use to make products to sell. Technology can increase production and make that production more efficient. Producing more goods for sale in a quicker and more efficient way leads to economic growth and greater profit. This greater profit leads to a higher Gross Domestic Product (GDP).

South Africa is an example of a country that has invested in capital goods. The equipment needed to get gold, diamonds, and platinum from deep in the earth required both investment in equipment and investment in worker training. The same is true for South Africa's iron and steel production and assembling of automobiles and trucks.

Nigeria has invested heavily in capital goods for its oil industry. New technology is required in order to compete in the global oil market. The concentration on capital goods for this segment of the economy, however, has left many Nigerians without proper food and housing.

_____ **173. What are capital goods?**

- A. the workers who make the goods and services
- B. the factories and machines used to make goods
- C. money spent to train workers to use new technology
- D. money available for scholarships to graduate schools

- _____ 174. In which has South Africa invested heavily in capital goods?
- A. agriculture
 - B. space technology
 - C. new government buildings
 - D. mining and heavy industry
- _____ 175. In which has Nigeria invested heavily in capital goods?
- A. agriculture
 - B. mining and heavy industry
 - C. oil production and refining
 - D. communications technology
- _____ 176. How has Nigeria's decision about investing in capital goods affected many of those who live in Nigeria?
- A. All Nigerian children can have a free high school education.
 - B. Most people in Nigeria are prosperous because of the oil wealth.
 - C. Nigerians have had to go back to the gold and salt trade to make a living.
 - D. Concentration on the oil industry has left Nigerians without proper food and housing.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

- c. Explain how the distribution of diamonds, gold, uranium and oil affects the economic development of Africa.

Although there is tremendous poverty throughout Africa, some nations in that continent possess riches in deposits of gold, diamonds, oil, and uranium. These products are worth extremely high prices on the world market. These natural resources are not distributed evenly among African countries, however. In addition, not all of the countries have a healthy economy. In many cases, the riches have been stolen or used to purchase weapons to fund civil wars.

URANIUM

Uranium is an element that is an essential part of nuclear weapons. For that reason, there has been a brisk undercover trade in uranium between the countries producing this element and other nations who wish to build nuclear weapons.

Uranium also has many peaceful uses as well. Uranium is used as a fuel component in nuclear power plants. It can also be used in a process to determine the age of artifacts. It is even used in some photographic chemicals. Africa currently supplies about 20 percent of the world's uranium. The world watches uranium purchases closely to keep track of where it is going and how it is used.

OIL

Another of Africa's natural resources is **oil**. Some researchers estimate that about 30 percent of the newly discovered oil deposits in the world today are going to come from Africa. Most of the known reserves are in African countries along the Mediterranean coast. Oil reserves should guarantee a country economical prosperity. However, this has not been the case in Sub-Saharan Africa. Profits from oil sales often go into the pockets of corrupt politicians and businessmen.

Nigeria is one of the fastest growing countries in Africa, and revenue from oil sales could do a lot to make the lives of ordinary Nigerians more comfortable. Instead, the Nigerian economy is often chaotic, with cycles of boom and bust. Concentration on developing oil production has meant that the government has not paid any attention to the needs of agriculture. Almost 80 percent of Nigeria's people are involved in agriculture at some level. In spite of this, the country of Nigeria now depends on imported food to take care of the needs of its people.

GOLD AND DIAMONDS

The discovery of gold and diamonds in Africa has been a mixed blessing. In some areas, the wealth from diamond mining has been used for the good of the country. South Africa's diamond business is dominated by the DeBeers Company. This industrial giant realizes that political stability is good for business, so the South African diamond trade is well regulated and the country enjoys benefits from their riches. Of course, there is still a great deal of poverty in South Africa, but that country has not had the problems of others with diamond wealth.

In some African countries, diamond wealth has led to chaos. Stolen or smuggled diamonds have been sold on the world market to provide money for weapons for soldiers in a number of different wars and civil conflicts. This trade in what are called "**conflict diamonds**," (diamonds that are mined and then put on the market to fund armed conflict) has been a major provider of the money needed for arms and ammunition to keep the fighting between rebel groups and the government going for years.

South Africa has led the African nations in the mining and sale of gold. South Africa is believed to have approximately 40 percent of the world's gold. The South African government has been able to use much of the gold profit to improve the country and help its people. However, the unemployment rate in South Africa is about 24 percent. Most of the country's unemployed are black people who have not been able to recover from years of apartheid. Many of those who work in the gold mines have difficult working conditions with unsafe conditions and low pay.

_____ **177. What becomes of much of the money earned from the sale of African gold and diamonds?**

- A. The profits go back to the citizens of South Africa.
- B. The money is divided up among the poorer countries in Africa.
- C. All the profits make up bonuses for the gold company executives.
- D. The money goes to pay for weapons used in wars and civil conflicts.

_____ **178. What are some of the commercial uses of uranium?**

- A. to give added vitamins to food
- B. grease for industrial equipment
- C. nuclear power plants and nuclear weapons
- D. an alternative energy source for automobiles

_____ **179. Which is a result of Nigeria's focus on the oil industry?**

- A. the country's lack of a good army
- B. the country's need for new currency
- C. lack of improvements in agriculture
- D. oil production has caused no problems

- _____ **180. Which African country has 40 percent of the world’s gold supply?**
- A. Angola
 - B. Nigeria
 - C. South Africa
 - D. Sierra Leone
- _____ **181. How are profits from diamonds being used today in many African countries?**
- A. Profits fund military supplies for the civil wars.
 - B. Money is used to pay for environmental clean-up programs.
 - C. The money is used to make improvements in educational facilities.
 - D. Surplus grain is bought and imported for hungry people in these countries.
- _____ **182. What are “conflict diamonds”?**
- A. diamonds given as gifts to end a war
 - B. diamonds that are sold to fund wars and rebellions
 - C. those diamonds whose value cannot be determined
 - D. those diamonds whose ownership cannot be determined

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

d. Describe the role of entrepreneurship.

Entrepreneurs are creative, original thinkers who are willing to take risks to create new businesses and products. Entrepreneurs think of new ways to combine productive resources (natural, human, and capital) to produce goods and services that they expect to sell for a price high enough to cover production costs. They are willing to risk their own money to produce these new goods and services in the hope that they will earn a profit. Because no one can tell how popular their new products and services will be, not all entrepreneurs can count on making a profit. Only about 50 percent of all new businesses are still operating three years after they begin. Many of the nations on the continent of Africa are ready for development, and many African governments want to do whatever they can to encourage bold and innovative business people.

- _____ **183. Which BEST describes an entrepreneur?**
- A. a business person afraid to enter the free market
 - B. a business person who tries not to take risks with money
 - C. someone who is always successful in whatever he attempts
 - D. someone who is willing to take a risk to begin a new business

SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

When people go to work, they earn an income. An **income** is the total of a person's earnings that they can then decide how to use. Broadly speaking, an individual has only two choices about what to do with income: spending money now on goods and services or saving for the future.

Savings are after tax income minus consumption spending, that is, the money that you have not spent after buying things you want. To help people make decisions about using their limited income, a budget can be developed. A **budget** is a spending-and-savings plan, based on estimated income and expenses for an individual or an organization, covering a specific time. From an individual point of view, savings typically becomes a form of **investing**, because the savings is put into a bank account, stock, bond or mutual fund that pays a rate of return (interest). Investing refers to postponing current consumption or rewards to pursue an activity with expectations of greater benefits in the future.

Financial investment refers to the decisions by individuals (and firms) to invest money in financial assets such as bank accounts, certificates of deposit, stocks, bonds and mutual funds.

Real investment or **physical capital investment** refers to the decisions by businesses to purchase equipment and physical plants and new homes by consumers. The amount of real investment is critical to economic growth. Financial investment and real investment are connected, but they are not the same.

Credit refers to the ability to borrow money. Some forms of credit commonly used by consumers are car loans, home mortgage loans and credit cards. Firms also use credit regularly, either by borrowing from a bank or issuing corporate bonds. Government also uses credit when it needs to borrow money to finance a budget deficit (e.g., savings bonds, treasury notes). Those who can borrow moderate or large sums of money at a reasonable rate of interest are sometimes said to have good credit, while those who cannot borrow such amounts are said to have bad credit.

Credit is extremely useful to the economy. Most people would have great difficulty in buying a house if they couldn't borrow the money. Many people also use credit to further their education. Many firms would be unable to build new factories if they had to save all the money first. In addition, short-term credit is often used by people (through credit cards) as a simple and convenient method of paying for purchases.

However, excessive borrowing can be a problem for households, firms and government. Making interest payments because you borrowed money for the house that you live in, a car that you drive or a factory that produces goods can make good economic sense. However, credit should not be used to pay for goods or consumption in the present that were completely consumed in the past.

_____ **184. Which BEST describes income?**

- A. money borrowed from a credit union
- B. credit offered on the basis of a person's salary
- C. money you earn working or get from investing
- D. taxes paid to the government based on annual salary

_____ **185. What is the definition of savings?**

- A. money sent to the government as taxes
- B. money used to pay off loan obligations
- C. money left over after buying what is needed and wanted
- D. money used to buy things one needs like food and shelter

- _____ **186. Which is a plan for saving and spending?**
- A. a will
 - B. a budget
 - C. a savings account
 - D. a checking account
- _____ **187. When an individual invests money in bank accounts, certificates of deposit or mutual funds, it is called**
- A. real investment.
 - B. a checking account.
 - C. risking one's savings.
 - D. a financial investment.
- _____ **188. When firms invest money in equipment, factories, or real estate, that is called**
- A. real investment.
 - B. a checking account.
 - C. a financial investment.
 - D. risking one's savings.
- _____ **189. The ability to borrow money is called**
- A. credit.
 - B. savings.
 - C. investment.
 - D. mutual funds.
- _____ **190. Credit becomes a problem when**
- A. banks begin to issue their own credit cards.
 - B. credit is used to pay for things like college tuition.
 - C. credit card companies offer people additional credit cards.
 - D. a person cannot find the money to pay their monthly bills.

HISTORICAL UNDERSTANDINGS

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.

Europe first became interested in Africa while they were engaged in the trans-Atlantic slave trade. This trade lasted from the 1500s until the middle 1800s. The major European countries had ended the slave trade by the early 1800s. The United States followed in 1808, though ownership of slaves already in the US was allowed. Still, the trade in human beings continued as long as countries had a demand for their labor.

Even though the slave trade ended, interest in the wealth of the African continent did not. Europeans stayed close to the coast during the years of the slave trade, though the Dutch and later the British controlled parts of southern Africa. Competition for power drove Europeans to move into the African continent in the 1800s looking for colonies and raw materials. Belgians took control of the Congo. Britain, France, and Germany fought over control of the Sudan and Egypt. The Zulu nation fought the British in South Africa. The Fulani resisted French control in what is now Nigeria; the Ashanti struggled to hold on to what would become Ghana. Because of superior technology and more advanced weapons, the Europeans usually came out the winners.

IMPERIALISM

Europeans in the nineteenth century saw colonies as a measure of national power and a key part of the system known as **imperialism**. A strong country was supposed to have colonies to provide raw materials and markets to increase its wealth and importance in the world. Some countries, like Britain, wanted to control areas of Africa to protect the transportation routes to British Empire territories in India and Asia. Egypt was on the Suez Canal. Cape Colony overlooked the southern tip of Africa, protecting the sea route around the continent. Other parts of Africa were rich in natural resources. Gold, platinum, and diamonds were discovered in South Africa. Iron ore, coal, and eventually the element uranium were found in other areas. The Congo produced rubber, a key part of industrial production in Europe. Another key factor was the work of Christian missionaries. They saw European colonization of Africa as a way to bring Christianity to a “heathen” land. Their work gave the colonizers another excuse to do whatever they wanted to do in Africa.

Some European powers allowed large companies to come into the areas of Africa they controlled, organizing the African population in whatever ways would guarantee the most efficient work force. Others set up colonial governments. They forced the African population into going along with colonial demands for work and using natural resources. African colonies were divided into administrative districts and put under the power of European officials. These administrators were expected to keep the peace, get the work done, and help “civilize” the African people. Nearly all Europeans working in Africa felt the local people were backwards and in need of Europe’s civilizing influence. Most knew nothing of the great cultures that were a part of Africa’s past.

LIFE AS PART OF A COLONY

Some European powers like the British used **indirect rule**. They appointed local chiefs to be their enforcers, to collect taxes, run the businesses the British wanted, and put down any trouble that began to emerge. Africans were lured into jobs with promises of wealth, power, and influence. The French took a more direct approach, encouraging Africans to become French citizens, a policy of **assimilation**. The French forced those they had conquered to give up their own customs and adopt French ways. Many people in African colonies controlled by France began speaking French and several applied for and were granted French citizenship.

- _____ **191. Which group of people did some European powers use to be their “enforcers”?**
- A. farmers
 - B. soldiers
 - C. policemen
 - D. local chiefs

AFTER WORLD WAR II

Though they worked to keep order in their African colonies, few European powers did not do much to improve the lives of the Africans themselves, unless doing so would increase profits. This neglect remained largely the rule until after World War II. By the 1950s however, change was in the air. Many Africans were openly opposed to continued European control of their countries. They realized that colonialism was not equality for all. The European powers had more rights and more comfortable lives than their African subjects. They were taking advantage of African land and labor, and they saw the African people as second-class citizens. World Wars I and II had opened Africa to the rest of the world. They had fought on the side of the Europeans, and they now began to demand freedom for themselves.

Slowly the European powers began to liberate their African colonies. By 1960, there were 27 independent African countries. By 1975, over 47 were independent. Even so, independence came at a high cost. When European countries established their African colonies, they paid little attention to the traditional loyalties and kinship groups of the people they were ruling. Boundaries between colonies were decided according to colonial practice rather than what made sense in terms of the different groups who lived in the areas being divided. These new boundaries often followed old colonial boundaries, with little concern for the ethnic and religious groups that lived there.

- _____ **192. Why did Europeans first take an interest in the African continent?**
- A. They were engaged in the slave trade.
 - B. They wanted to control African industry.
 - C. They wanted African agricultural products.
 - D. They were invited to help organize African educational systems.
- _____ **193. Why did the European countries eventually set up colonies in Africa?**
- A. They wanted to bring African laborers to Europe.
 - B. They needed the raw material found on the African continent.
 - C. Africans invited them in to help develop their natural resources.
 - D. They wanted to help African nations settle ethnic and tribal disputes.

- _____ **194. Which is a system of acquiring colonies to provide raw materials for a stronger country?**
- A. socialism
 - B. democracy
 - C. imperialism
 - D. communism
- _____ **195. Which was a part of early European plans for Africa?**
- A. setting up democracies
 - B. bringing Islam to the African people
 - C. acquiring animals for European zoos
 - D. protecting trade and transportation routes
- _____ **196. Using African people to help European officials administer a colony was known as what form of government?**
- A. socialism
 - B. monarchy
 - C. democracy
 - D. indirect rule
- _____ **197. What is the definition of “assimilation”?**
- A. refusing to give up one’s language for another one
 - B. demanding the return of a king as a national leader
 - C. refusing to change religions even though you are ordered to do so
 - D. giving up one’s own customs and adopting those of another culture
- _____ **198. When did many African groups begin to challenge European colonial rule?**
- A. in the 1800s
 - B. after World War II
 - C. before World War I
 - D. during the US Civil War
- _____ **199. Why did many of the boundaries of the new African states created after World War II cause problems?**
- A. The boundaries split tribes and kinship groups.
 - B. All the boundaries carefully followed the paths of rivers.
 - C. All of the new countries were too large to rule effectively.
 - D. Europeans drew the boundaries so they could keep all the mineral wealth for themselves.
- _____ **200. Which was most often used to draw new boundaries for African countries?**
- A. Europeans followed the old colonial boundaries.
 - B. Europeans simply drew straight lines on the map and made countries into squares.
 - C. They used only geographic features like rivers and mountain ranges for boundaries.
 - D. Most boundaries were drawn after looking at where different ethnic groups and tribes lived.

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.

SOUTH AFRICA

The colony of South Africa was founded in the mid-1600s by the Dutch from the Netherlands, who used the colony for trade around the tip of the African continent. Many Dutch settlers came there, and they were eventually called the Boers. They had little to do with the native Africans, other than to consider them as servants or working people. When the British took over the colony in the early 1800s, many of the descendants of the Dutch settlers moved north into land occupied by the native Zulus. This move led to warfare with the Zulus, a tribe that later fought the British as well. The Dutch descendants set up two new states in South Africa, Transvaal and Orange Free State. In the early 1900s, these states were eventually merged with British South Africa to form the Union of South Africa, a state that by this time had discovered vast deposits of gold and diamonds. Because native Africans were considered second-class citizens in the Union of South Africa, they formed the African Nation Congress (ANC) to work for equal treatment of the nonwhite population.

South Africa set up a strict system of separation of the races, the apartheid system. The African National Congress worked for many years to end this system, eventually getting the international community to help by imposing embargos on the Union of South Africa. An **embargo** meant countries refused to trade with the Union of South Africa until they changed their discriminatory policies. By 1985, pressure from the embargo and continuing resistance led by the African National Congress and the Pan African Congress forced the South African government to begin making changes. Apartheid began to come apart, and in 1994 South Africa held its first multiracial elections and chose **Nelson Mandela** as the country's first black president.

KENYA

Kenya became independent of British rule in 1964, under the leadership of Joseph Kenyatta, a leader of the Kenyan African National Union (KNAU). While Kenya was glad to be free of British rule, the government of Kenyatta was not open or free. Under Kenyatta and his successor, Daniel arap Moi, the KNAU ran almost unopposed in every national election until the 1990s. At that time, the international community told Moi that unless Kenya improved their civil rights record, economic assistance from abroad would be cut off. There has been some improvement in the political rights of Kenya's people, but more is needed. Some argue that a western style democracy does not fit Kenya's past or traditions. The country remains a multi-party state on the books, but the reality is that the KNAU still controls much of the government.

NIGERIA

Nigeria gained independence from Britain in 1960, and most people expected the new state to be stable and calm. Within a few months, however, war broke out between the Christian south and the Muslim north. The religious war left many thousands dead or injured. The country tried to reorganize as 12 different regions, even the oil-rich province in the eastern part of the country declared itself to be the Independent State of Biafra.

Military coups and outbreaks of violence marked the years that followed. Elections were held in 1999 that seemed more free and open than what had gone before, but the government still remains unstable.

Nigeria has the potential to have great wealth from their oil supplies. However, because of corruption in the government this resource has not been developed. As a result, Nigeria must rely on foreign aid and foreign supplies for their people.

- _____ **201. Which European country first colonized South Africa?**
- A. France
 - B. Germany
 - C. Great Britain
 - D. The Netherlands
- _____ **202. When Great Britain took over South Africa and the Dutch settlers moved farther North, which African group fought that expansion?**
- A. Zulus
 - B. Berbers
 - C. Ashanti
 - D. Mau Mau
- _____ **203. What valuable natural resources were discovered in South Africa after the British took control of that country?**
- A. coal and iron
 - B. salt and silver
 - C. oil and natural gas
 - D. gold and diamonds
- _____ **204. Which organization was formed to work for equality in the country of South Africa?**
- A. African Union
 - B. Pan African Congress
 - C. African National Congress
 - D. Organization of Petroleum Exporting Countries
- _____ **205. What is the apartheid system?**
- A. equality for all
 - B. segregation of races
 - C. constitutional monarchy
 - D. western-style democracy
- _____ **206. What was significant about Nelson Mandela's election to political office in South Africa in 1994?**
- A. He was the first black president of South Africa.
 - B. He was elected as a representative of the Zulu nation.
 - C. He united the Zulu and Ashanti people in order to win the election.
 - D. He was the overwhelming choice of British citizens living in South Africa.
- _____ **207. Why was the government of Kenya criticized after independence, even though it was led by Africans?**
- A. They voted to bring the old king back to power.
 - B. The government was controlled by only one party.
 - C. They put an apartheid system of government in place.
 - D. The new government refused to trade with western countries.

- _____ **208. What conflict broke out in Nigeria after independence was declared?**
- A. religious conflict between Muslims and Christians
 - B. a government decision that handed rule over to a dictator
 - C. protests by women in Nigeria who demanded equal rights
 - D. arguments over writing a constitution that called for apartheid
- _____ **209. How could the political situation in Nigeria today be described?**
- A. The government is still unstable.
 - B. Ghana took over Nigeria in a regional war several years ago.
 - C. The United Nations has taken over the government of Nigeria.
 - D. Nigeria currently has a government that is able to deal effectively with all its problems.

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

- c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F. W. de Klerk.

Apartheid means the legal separation of the races. Apartheid was the law of the Union of South Africa from the earliest creation of the state in 1948. The country had a complicated system of racial identification, classifying citizens as either black, colored, Asian, or white. Blacks were allowed to own only a very little land, even though they made up over 70 percent of the population. All sorts of public facilities were segregated, including schools, libraries, movie theaters, restaurants, and even beaches. People were not allowed to marry anyone who was of a different race. The apartheid system lasted until well into the 1980s, with the white minority population making all of the laws for the nonwhite majority.

Throughout these years, two groups were working to end this South African regime, the African National Congress led by **Nelson Mandela**, and the Pan African Congress. Many countries around the world were critical of South Africa for its discriminatory government. Some refused to do business with South Africa. Riots and fighting took place constantly, and Nelson Mandela was sentenced to life in prison for his work against the regime. The repressive measures did not slow down the protests however. Eventually the South African government had to admit that their policy of apartheid had no place in the modern world. In 1990, South African **President F. W. de Klerk** agreed to allow the African National Congress to operate as a legal party and he released Nelson Mandela from prison after he had served 27 years in prison. De Klerk also began to repeal the apartheid laws. In 1994, South Africa had its first elections that were open to all races. The African National Congress won the most delegates to the new government and Nelson Mandela was chosen South Africa's first black president. Rather than be bitter about being jailed, Mandela announced that one of his goals was to get the races in South Africa to work together and try to overcome the hatred that had grown during the apartheid years.

- _____ **210. What percent of the population of South Africa was black when that country achieved independence?**
- A. 20 percent
 - B. 40 percent
 - C. 50 percent
 - D. 70 percent
- _____ **211. What was the name of Nelson Mandela's political party?**
- A. Zulu Nation
 - B. African Union
 - C. African National Congress
 - D. Kenyan National Unity Party
- _____ **212. What decision did South African President F.W. de Klerk eventually make about the country's apartheid laws?**
- A. He added many new and even harsher laws.
 - B. He began to recommend that the laws be repealed.
 - C. He lifted segregation restrictions on those living in South African cities.
 - D. He worked to spread apartheid laws to nations neighboring South Africa.

_____ **213. What was Nelson Mandela’s attitude toward the people who had been responsible for the old government of South Africa?**

- A. Many of the old leaders were sent to jail on his orders.
- B. He turned the leaders over to the United Nations for punishment.
- C. He tried to have all the old government officials exiled to other countries.
- D. He felt the different races needed to try to work together in the new government.

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century

d. Explain the impact of the Pan-African movement.

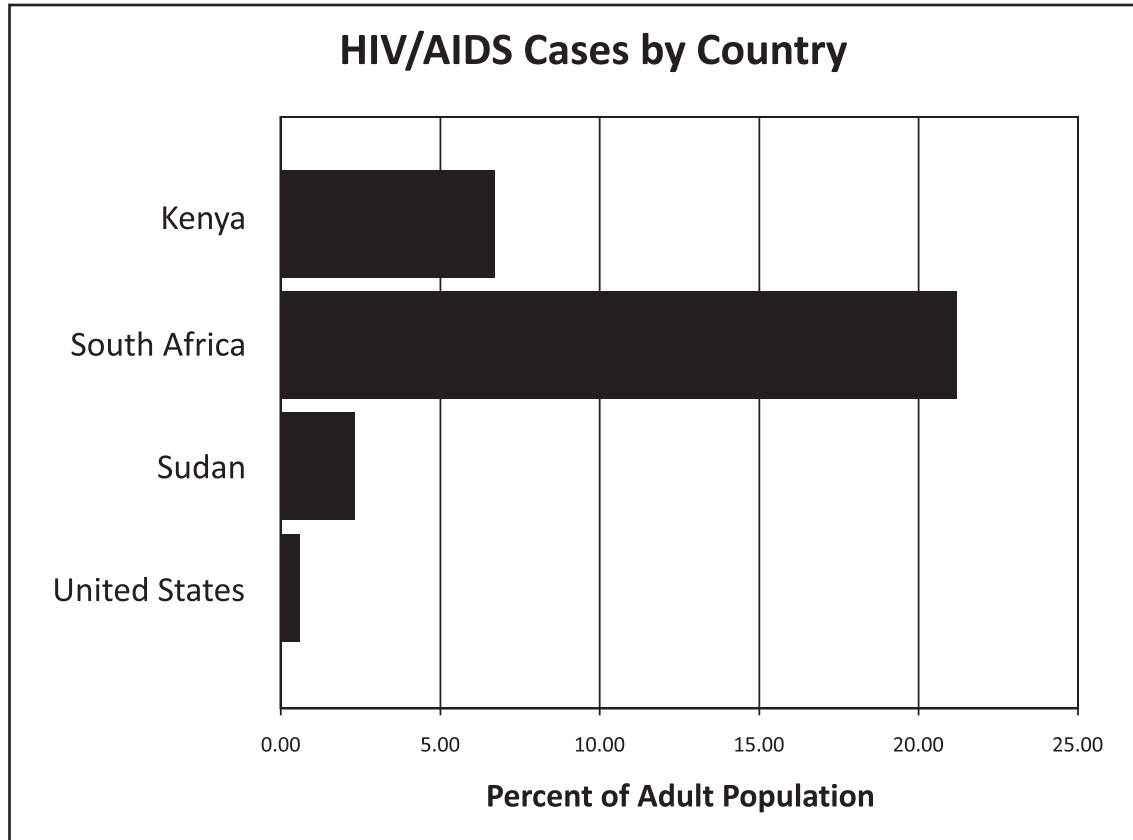
The **Pan-African movement** began as a reaction to the terrible experiences of colonial rule and the desire for people of African descent, no matter where they lived in the world, to think of Africa as a homeland. The first people to support the idea of Pan-Africans were Africans who were living in other parts of the world. They felt all Africans, no matter where they lived, shared a bond with each other. They also called for Africans all over the continent to think of themselves as one people and to work for the betterment of all. They wanted to end European control of the continent and to make Africa a homeland for all people of African descent. Those in the movement also hoped that African countries could work together to improve each country’s economy.

While the peaceful unification of Africa has never taken place, the Pan-African movement can take a lot of credit for sparking independence movements that left nearly all African nations free of colonial rule by the 1980s.

_____ **214. The main goal of the Pan-Africa movement was to**

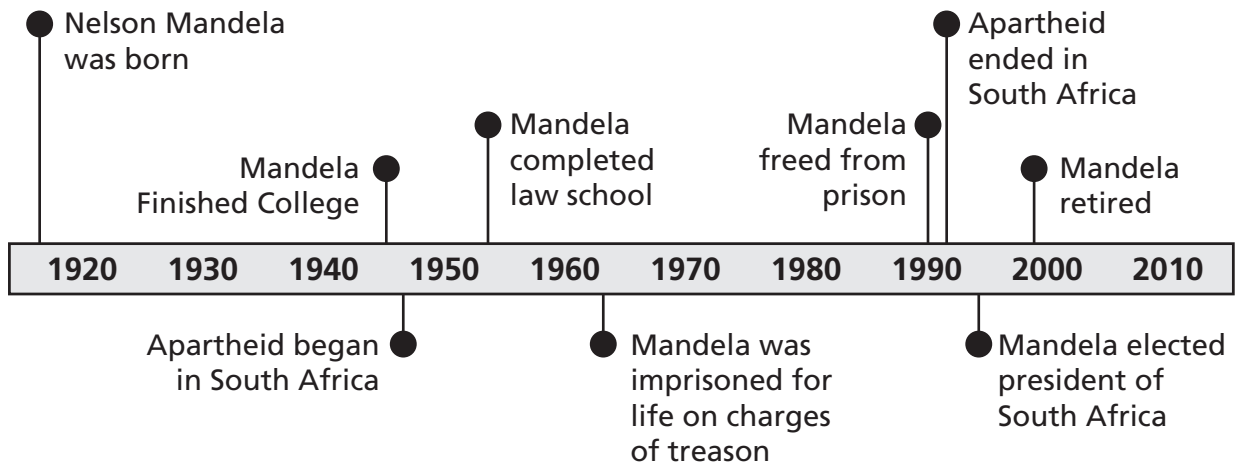
- A. end any support for the African National Congress.
- B. immediately overthrow all of the ruling governments in Africa.
- C. get all African nations to become members of the United Nations.
- D. get Africans to think of themselves as one people and to work together.

Use the graph to answer questions 215-217.



- _____ **215. What part of the adult population of Kenya has HIV/AIDS?**
- A. about 7%
 - B. over 10%
 - C. nearly 22%
 - D. less than 5%
- _____ **216. Which question can be answered using the graph?**
- A. How many people in Africa have HIV/AIDS?
 - B. What part of the population of Sudan has HIV/AIDS?
 - C. Which of the countries listed have the most adults with HIV/AIDS?
 - D. Which African country has the highest percentage of adults with HIV/AIDS?
- _____ **217. What is the BEST reason for including data from the United States on the graph?**
- A. only three African countries have adults with HIV/AIDS
 - B. many people in the U.S. have ancestors that came from Africa
 - C. to compare data from African countries with data from our own
 - D. the U.S. has assisted people from many countries in fighting HIV/AIDS

Events in the Life of Nelson Mandela



- _____ 218. In what year was Nelson Mandela born?
- A. 1918
 - B. 1945
 - C. 1962
 - D. 1999
- _____ 219. About how long after Mandela was imprisoned did he become president of South Africa?
- A. about 30 years
 - B. nearly 20 years
 - C. less than 10 years
 - D. more than 40 years
- _____ 220. Which event in Mandela's life happened before the official beginning of apartheid?
- A. Mandela completed college
 - B. Mandela finished law school
 - C. Mandela was convicted of treason
 - D. Mandela retired as president of South Africa