



## goals for this study

Taking the seven continents one at a time, we will study the following areas:

**GEOGRAPHY** (landforms, rivers, countries and cities, climate)

**HISTORY** (brief overview of the history of each continent)

**RELIGION** (dominant religion/s of each continent; impact of Christianity)

**CULTURE** (government, economics, society, education, art)

**KEY PEOPLE** (missionaries, historical and political figures, artists, scientists)

**CURRENT EVENTS/ISSUES** (political, social, religious issues)

## purpose for studying world history & cultures

As you begin this history/geography course, think for a moment about why we should study the life and history of other countries. I had two major reasons for developing this multilevel course. The first reason is this: “These things happened to them as examples and were written down as warnings for us...” (1 Corinthians 10:11, NIV). The second reason is summed up in the words of Jesus: “Therefore go and make disciples of all nations...teaching them to obey everything I have commanded you” (Matthew 28:19–20, NIV).

In other words, as citizens of this country and of this world and as Christians, we need to be aware of *what* things happened to *whom* and *why* so that we can be properly warned. And by gaining an understanding of other cultures, we can better learn how to share the gospel with those we encounter as we go through life. The more we know and understand, the better our witness will be.

You may not be considering leaving the United States as a missionary; however, it has become quite clear that today God seems to be sending the world to our very doorstep. In some communities across the United States, foreigners make up a large part of the population—especially on the West Coast, the southern border states, and in many large cities. In college and university towns that have large numbers of international students, we have a tremendous opportunity to witness to the world! Therefore, be challenged by this history course and “be diligent” to study so that you can “present yourself approved to God, a worker who does not need to be ashamed” (2 Timothy 2:15, NKJV).





## a note about multigrade teaching

**A**fter successfully homeschooling my own six children as well as working with a score of others, I have strong feelings about using what I call a “one-room schoolhouse” approach—a style of multigrade teaching that spans preschool through graduation. Because this approach is so beneficial to both the teacher and the children, I am convinced that when there are more than two or three children in a family, this is the way to go!

Many parents are fearful of teaching high school. I am saddened when I encounter parents who send their children to public schools solely out of fear of not being able to accomplish the task themselves. Even families who choose to homeschool miss a blessing when the mom works with the younger children but sends the older teens to work with their grade-level curriculum on their own, often in another room. After teaching the one-room schoolhouse way for so long, I am convinced that the high school years hold some of the best and most satisfying times for the entire family!

When your children reach their teens and you are still teaching them at home, you reap the benefits of all those years of training. In the home, there is not a chore they can't do completely on their own. You can have meaningful discussions with them about government or literature or science or the Bible or any other subject they are interested in. During the teen years, your teaching and training are the most solidly rooted. Training your children is not complete by the eighth grade; it continues all during the high school years. Don't miss out on this precious time by sending your older children away from you!

Keeping your teens in the homeschool will expand the world of your younger children as they listen to their older siblings question and discuss the material they are learning. And older children make perfect tutors for the younger ones.

Teaching multiple grade levels together is not difficult. Granted, there are some subjects that must be taught fairly systematically and individually (such as the skill subjects of math and grammar), but the content subjects of history, science, and literature can be taught to all grade levels at the same time. By using grade-level textbooks and other resources, all the children can glean what they need at their own levels of ability and maturity.

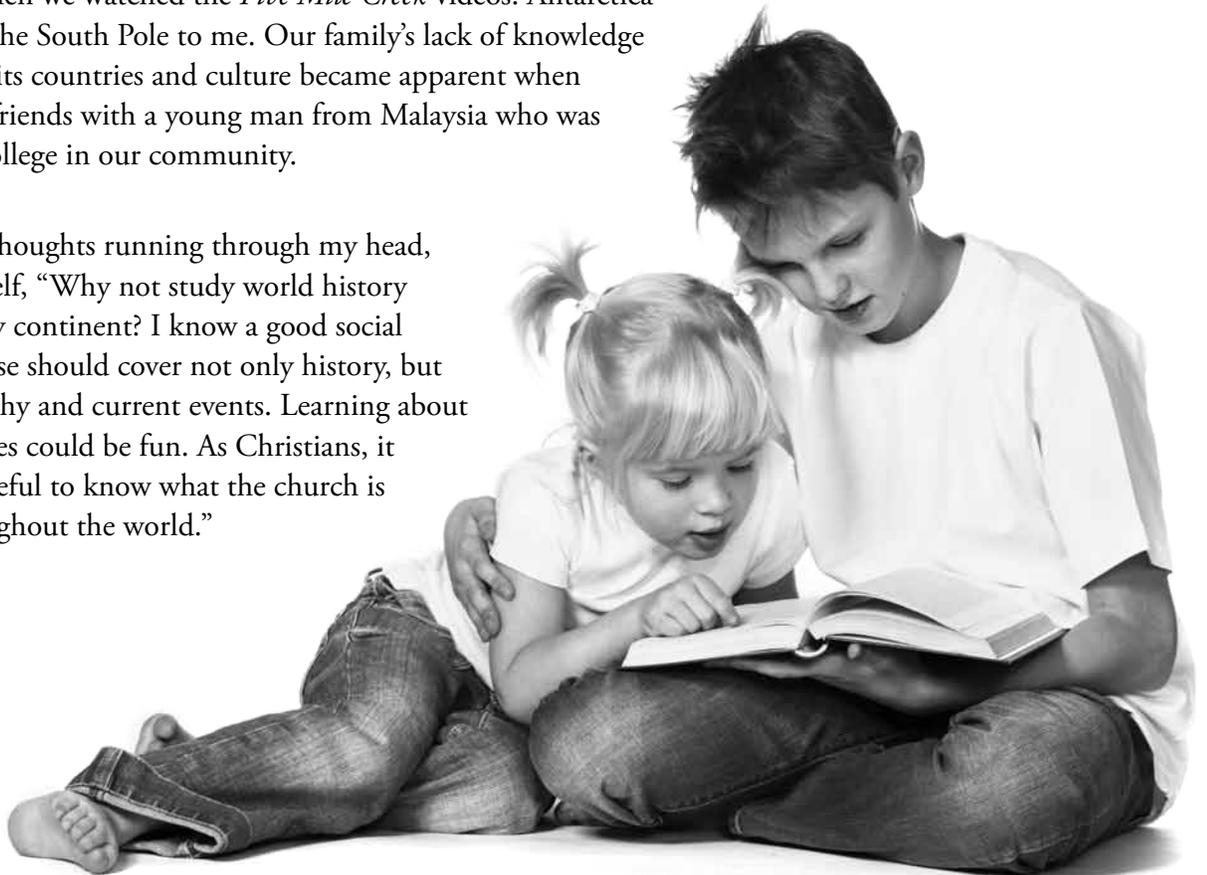
I have also found that by keeping all my children together during school time, learning beyond my plan book often takes place. For example, I will never forget the year my high schoolers and I were reading Shakespeare's *Macbeth* aloud together. That year I had literally a kindergarten-to-senior classroom. Since

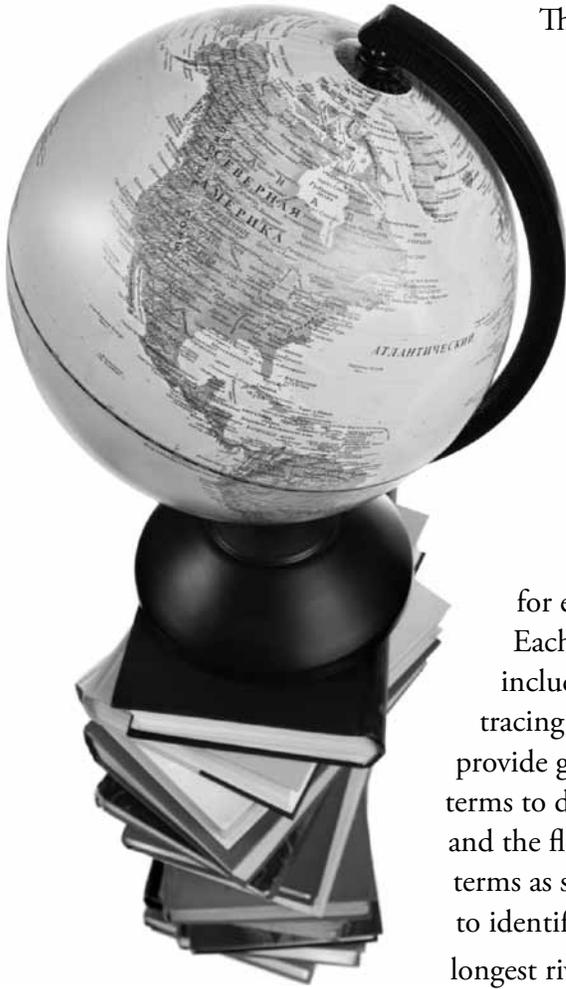
we were reading aloud, the younger ones could hear while they were working on their spelling, math, or other seatwork. Before many days had gone by, the upper elementary and junior high students were asking if they could choose a part and join in. At first I said that this was high-school-level work, but I finally consented—even though I thought they wouldn't understand what they were reading. However, I drew the line at my second grader joining in. Finally, when we had finished reading the play, I assigned the high schoolers to choose one speech from the play to memorize and recite for the family. The younger ones also chose to memorize a speech. But when my second grader announced that she planned to memorize Macbeth's speech—and did it—I realized how much she had comprehended just by listening to what was going on with her older siblings. I also realized the advantages our little homeschool had over every age-segregated public or private school classroom in America.

Homeschooled children are not limited to grade-level textbooks (though they can be useful) and a Board of Education schedule for what to learn and when to learn it. Although we plan a course of study, our children are free to learn as much as their minds will allow. With older students in the same classroom, younger students can handle much more than their traditional grade level would offer them.

If you have not experienced teaching one subject to all your children together, this history/geography course is a great way to begin. I developed *Around the World in 180 Days* the year my high schoolers were scheduled to learn world history. Previously, our world history study had followed the typical course that began with ancient civilizations and continued through the Egyptians, Greeks, and Romans, followed by the Medieval Period, the Renaissance, and the Reformation. Then came the Age of Discovery, the two World Wars, and finally Communism and the modern world. This was great, but what about the rest of the world? What about Africa? What about South America (beyond the Line of Demarcation and Hernando Cortés)? The only thing I knew about Australia was what I absorbed when we watched the *Five Mile Creek* videos. Antarctica was simply the South Pole to me. Our family's lack of knowledge of Asia and its countries and culture became apparent when we became friends with a young man from Malaysia who was attending college in our community.

With these thoughts running through my head, I asked myself, "Why not study world history continent by continent? I know a good social studies course should cover not only history, but also geography and current events. Learning about other cultures could be fun. As Christians, it would be useful to know what the church is doing throughout the world."





Then I remembered a learning method that used the notebook approach and was centered on the 4 Rs:

**Research**—Learning facts and asking “what” questions

**Reason**—Asking “how” and “why” questions

**Relate**—Asking how what I am learning relates to me and how it can help me relate to God and the world around me

**Record**—Creating a written record of what I have learned

**W**ithin the framework of the notebook approach and the 4 Rs, we set out that year to study all seven continents. Each student had a three-ring binder with seven tabbed sections—one for each continent. We began with Africa, starting with **geography**. Each student traced a map of Africa, using colored pencils and including age-appropriate details. (For very young students, just tracing an outline of the continent would be adequate and would provide great small motor skills practice.) I prepared a list of geography terms to define and questions to answer dealing with landforms, climate, and the flora (plants) and fauna (animals) of the continent. I included terms as simple as “jungle” and as unique as “wadi.” Students learned to identify special places on that continent—the highest mountain, the longest river, etc.

Next we began reading about African **history**. We used grade-level history textbooks and went to the library for more books on Africa. [I want to make a special note here: I use the children’s section of our public library for all my students—even if they are high school seniors (unless they are doing in-depth research). Even parents learn from children’s books, and using them gives students more time with the actual material rather than muddling through adult/technical books just to get to the basic information.] Providing questions to answer directed and focused their reading. This was also a great way to teach younger students how to use the table of contents, chapter titles, and index of a book to find information.

Next we studied the **culture** of Africa. Studying the culture of a nation at any given time is a study of a people’s way of life—the foods they eat, the way they educate their young, their clothing, arts, crafts, music, what they do for entertainment, etc. Studying a culture also includes studying a society’s **religion**. We wanted to learn not only the religious beliefs of a given group of people, but also the place of Christianity in the various nations of a continent. We also tried to find out what success various missions had.

We used biographies to learn about the **key people** in a nation’s history. Students chose different biographies. Sometimes I would have them write a summary of the person’s life and make copies so that each student could have their siblings’ reports in their notebook. We also read historical fiction related to the continent we were studying, as well as books by authors from the continent. I read aloud to all the children from a biography or historical fiction.

We would look in newspapers and watch news programs to keep up with **current events** about the continent we were studying. Students would cut out magazine or newspaper articles, date them, and glue or tape them to a sheet of paper that they would add to their notebook.

As we progressed through our world history studies that year, I came to see how well this method worked for multigrade schooling. Older students had many opportunities for in-depth research and study; and younger children learned how to use an atlas, a world almanac, and the encyclopedia. We had fun learning! We watched videos. We browsed through old magazines. We colored maps. And we read many, many fascinating books.

But best of all, we were studying something together—ALL together!



## goal setting for grades K–4

This multigrade study works well with even the youngest students. Remember that younger students do not need structured social studies time each day. If they go through this material with their older siblings, they will be far ahead of schedule according to traditional curriculum scope and sequences. As you work with this age group of kindergarten through third or fourth graders, keep the following skills in mind. They are listed from the simplest (kindergarten level) to the more complex (third- and fourth-grade levels).

Students should learn to...

- 🌐 talk about what they see and learn from pictures shown to them
- 🌐 identify the globe as a model of the earth
- 🌐 distinguish between bodies of land and the oceans
- 🌐 begin to understand what maps show and draw a simple map (such as a map of their room)
- 🌐 identify where the United States is located on a globe or map
- 🌐 become aware of the contributions of other cultures to our society (such as ethnic foods)
- 🌐 identify map and globe concepts of equator, hemisphere, continents, and islands
- 🌐 locate information in a newspaper
- 🌐 locate requested information from books by using the title page, table of contents, chapter headings, and index
- 🌐 collect information and write a simple report
- 🌐 interpret information from a graph
- 🌐 make and read a timeline
- 🌐 understand how to use various kinds of maps and interpret map keys

Other than the skills listed above, the goal is simply to expose this age group to the world and its variety of people through the passage of history. There is an abundance of material for this age level in any library. Homeschool curriculum companies also offer a variety of books and resources you can purchase to add to your home library. Just by browsing through their catalogs, you will find many ideas for books to use with both younger and older students.

As you choose books for younger children, plan which ones to read to coincide with what the older students are doing. When students are studying the geography of a continent, choose books about the land. When they are studying the culture of a continent, choose books with lots of pictures showing people and what they are doing. Once you have your books, sit down with the students once or twice a week to read and look at the pictures. Leave time for answering questions and listening to comments. You'll be surprised what the younger students pick up just by listening to the older students.





## how to use this study guide

*Around the World in 180 Days* includes a bound teacher's edition (with the answers) and one set of student pages appropriate for fourth or fifth grade through high school. Additional sets of student pages may be purchased for other students in the family. Some of the questions and activities are designated **UE** (upper elementary), **JH** (junior high), or **HS** (high school). See also the note about multigrade teaching at the end of this section. Lists of suggestions for further research include subject designations (composition, science, art, etc.) to help families who use the unit study approach give subject-specific credit for each assignment.

Have students insert their pages in a three-ring binder and place tabbed dividers between the continent sections. Label each section with the name of a continent. If the younger students also want to make a notebook, give them one with the same divisions. Purchase outline maps (or have an older sibling trace them) of the continents to color and label. Let the younger students fill their notebooks with pictures from magazines, books, postcards, or the Internet. Look for pictures of the people, geographic features, animals, and plants of the area. Does your church support missionaries from the area you are studying? Have students write letters to them and insert their replies in their notebooks. Use what is available and what comes to your mind. Be creative!

You will need resource books. I like to use textbooks to provide an overview of the material. My favorite grade-level textbook is the seventh-grade *World Studies* text from Bob Jones University Press (suitable for sixth grade through high school). Bob Jones also has a sixth-grade text entitled *Heritage Studies* suitable for upper elementary students, as well as a high school text. A Beka Book Publications has a good tenth-grade text titled *World History and Cultures*, a fifth-grade text that covers Old World history and geography, a sixth-grade text that covers New World history and geography (good for material on South and Central America), and a seventh-grade *History of the World*. When making assignments, check the table of contents in the texts and assign chapter or section readings pertaining to the topic in this study guide.

Your local library is an excellent source for books—especially for primary, middle, and upper elementary students. Most homeschooling families sooner or later wind up with a substantial home library as well. Depending on your school budget, several of the listed resources are keepers that you may want to purchase. Other homeschooling families may have the book you need and wouldn't mind letting you borrow it.

The Internet is another good source of information. However, it should not take the place of books. I became aware of the problem of using the Internet when I was teaching this course in a co-op setting. One of the terms to be defined was "Renaissance." The answer that one of my students gave was "rebirth."

When I asked her what was reborn, she couldn't give me an answer. A reading assignment from a textbook would have given her a more fully developed understanding of the Renaissance. Caution students about the drawbacks of relying too heavily on Wikipedia. A list of some of my favorite Internet sites is included in Appendix A. Searches for specific content will yield many other good sites. The Internet, newspapers, and magazines are good sources for finding current events related to the continent you are studying.

After gathering your resources, the next thing to do is plan the approximate length of time you want to spend on each continent. Then look through the questions and activities in the study guide to help you make weekly or daily assignments. I like to use Mondays to introduce the material and tell my children what we will be learning about during the week. I try to come up with questions that will excite them about the upcoming study. For example, as we were getting ready to study Africa, I asked the younger students if they knew that there were two kinds of elephants—an African elephant and an Asian elephant. Then I asked them if they knew how to tell the difference. I did not give them the answer then but explained that they would soon find out. You can come up with similar questions by scanning this teacher's edition. If you learn something interesting, turn it into a salting-the-oats question (making them thirsty for knowledge).

The rest of the week, my students work through their study guide. I provide help as they need it by clarifying questions, helping locate answers, encouraging them, and being interested in what they are learning. On Fridays, we summarize what we've learned during the week by going over the definitions and answers to the questions in their study guide.

Notice that the name of this study guide is *Around the World in 180 Days*. It will be a fast trip to get through this in one school year. Take two years if you want. One mother told me she planned to make her children's notebooks ongoing. As they came across information, they would just keep adding it to their notebooks!

If you want to complete the study in a year, here is a suggested time frame:

Semester I	Semester II
Africa..... 6 weeks	Asia.....6–7 weeks
Australia ..... 3–4 weeks	Europe .....6–7 weeks
Antarctica ..... 2 weeks	North America.....4–5 weeks
South America..... 5–6 weeks	

Following this time schedule will lead nicely into study of American history the next year. Studying Asia, Europe, and North America together during the second semester also gives a framework for studying the two World Wars and modern history. (You might want to allow time to do a more in-depth study of the World Wars. There never seems to be enough time in a traditional world history or American history course to learn the lessons of these two wars!)

Again, if you take only one school year to complete this course, there is little time for in-depth study of a particular civilization. However, at the end of each section I have included suggested activities that will lead to a more intensive study of the continent. Some are more academic in nature; others are just for fun.

One more tip on multigrade teaching: When evaluating your children's work, keep in mind the differences in ages and abilities. High school students should be able to complete the notebook, do several of the suggested activities, and read a variety of books beyond their textbook. Junior high students should be able to answer most of the questions, do several of the activities (but not in as much depth), and read a variety of books. Upper elementary students should be able to answer at least half the study questions, do a few of the simpler activities, and still read at least one book or article for each continent. You know your children. They should be challenged but not overwhelmed in their schoolwork. Judge accordingly.

All geographical facts in this book are current as of July 2011, but some may have changed by the time your students do their research. Keep in mind that sometimes countries split (U.S.S.R.), are renamed (Belgian Congo > Zaire > Democratic Republic of the Congo), or are newly created (South Sudan). If your students come up with different answers from the teacher's manual, check the date of their source; it may be more current.

The map activity pages include all independent states (sovereign nations which govern themselves) and selected dependencies (territories or other areas which are considered parts of other nations but operate with varying degrees of autonomy). The related nation for each dependency included here is noted in square brackets. The best source for details on each entity's government, as well as geographical updates, is the CIA World Factbook at <https://www.cia.gov/library/publications/the-world-factbook/index.html>.



the continent of

# AFRICA







## resources

### TEXTBOOKS

GRADE LEVEL	TITLE	AUTHOR/PUBLISHER
7 <sup>th</sup> –12 <sup>th</sup>	<i>Streams of Civilization</i>	Christian Liberty Press
7 <sup>th</sup> –12 <sup>th</sup>	<i>World Studies for Christian Schools</i>	Bob Jones Univ. Press
7 <sup>th</sup> –12 <sup>th</sup>	<i>History of the World in Christian Perspective</i>	A Beka Book
7 <sup>th</sup> –12 <sup>th</sup>	<i>World Geography in Christian Perspective</i>	A Beka Book
4 <sup>th</sup> & up	<i>A Glorious Age in Africa</i>	Daniel Chu & Elliott Skinner

### BOOKS OF INTEREST

4 <sup>th</sup> & up	<i>The Slave Ship</i>	Emma Gelders Sterne
4 <sup>th</sup> & up	<i>Pyramid</i>	David Macaulay
5 <sup>th</sup> & up	<i>The Pharaohs of Ancient Egypt</i>	Elizabeth Payne
5 <sup>th</sup> & up	<i>Mara, Daughter of the Nile</i>	Eloise Jarvis McGraw
5 <sup>th</sup> & up	<i>Journey to Jo'burg</i>	Beverley Naidoo
5 <sup>th</sup> & up	<i>The Golden Goblet</i>	Eloise Jarvis McGraw
6 <sup>th</sup> & up	<i>How I Found Livingstone</i>	Sir Henry Stanley
8 <sup>th</sup> & up	<i>Cry, The Beloved Country</i>	Alan Paton
9 <sup>th</sup> & up	<i>Heart of Darkness*</i>	Joseph Conrad

\*(Study guide available from Progeny Press)

### MISSIONARIES TO READ ABOUT

Mary Slessor	C. T. Studd	Robert Moffat
David Livingstone	Sir Henry M. Stanley	

### OTHER PEOPLE YOU MAY WANT TO READ ABOUT

Cleopatra	Pharaoh Khufu (Cheops)
King Tut	Pharaoh Khafre



# geography

Use an atlas, encyclopedia, textbooks, and/or library books to find answers to the following questions.

## IDENTIFY

1. large desert located in northern Africa – *the Sahara Desert*
2. mountain range in northwestern Africa – *Atlas Mountains*
3. Africa's highest mountain peak – *Mt. Kilimanjaro in Tanzania*
4. Africa's largest lake – *Lake Victoria*
5. world's longest river, located in Africa – *Nile River*
6. Africa's second longest river – *Congo River*

## TERMS

1. **savanna** – *large area of grasslands (Africa is more than two-fifths covered by savannas.)*
2. **plateau** – *elevated area of flat land (Africa is one large plateau broken by a few mountain ranges.)*
3. **steppe** – *very dry grasslands with few trees, located near deserts*
4. **wadi** – *dry riverbed*
5. **cataract (as along the Nile River)** – *waterfall or rapids*
6. **delta** – *a triangular deposit of soil formed at the mouth of some rivers (The Nile River forms a delta.)*
7. **tropical rain forest** – *vast forested areas in western and central Africa that receive more than 100 .... inches of rainfall per year*
8. **jungle** – *thick growth of plants found on the forest floor in tropical rain forests*
9. **Bedouins** – *nomadic Arabs living in desert areas that travel with their flocks following grazing areas . (Bedouins live on the Arabian peninsula as well as in the Sahara Desert.)*
10. **cape** – *a point of land that juts out into the water (such as Africa's Cape of Good Hope)*



# the continent of **AFRICA**

## **GEOGRAPHY QUESTIONS**

1. [HS]: Describe the topography of Egypt. Explain the difference between upper Egypt and lower Egypt.

[UE/JH]: Explain what is meant by upper Egypt and lower Egypt.

*Egypt is mostly desert. A fertile valley extends along the Nile River, which runs from the southern highlands to the north, emptying into the Mediterranean Sea. The Sinai Peninsula is also a vast desert with mountains in the south. Upper Egypt is in the southern area of the country; it is upriver on the Nile. Lower Egypt is the northern area or downriver on the Nile. It is the opposite of usual map language.*

2. Describe the climate of Egypt.

*Egypt's climate is hot and dry with only two seasons—hot summers and mild winters.*

3. Describe the climate (type of seasons) in the rest of Africa.

*Most of Africa has either a warm or hot climate. The humidity and rainfall vary greatly from region to region. The many desert areas receive little or no rain, but the coastal regions and the forests of the Congo Basin receive rain year-round. Most of Africa, however, has one or two rainy seasons separated by dry seasons.*

4. What is the source of the Nile River? In what country is this lake located?

*Lake Victoria is the main source. It is located between the countries of Uganda, Tanzania, and Kenya.*

5. What is the Great Rift Valley? How long is it?

*The Great Rift Valley is a series of long parallel cracks that form deep, steep-sided valleys. This region extends from the Red Sea coast through Ethiopia to Mozambique, running 4,500 miles in Africa.*



# the continent of **AFRICA**

6. In what country is Africa's highest mountain peak located?

*Tanzania*

7. Where is Timbuktu located? What is the history of this town and the meaning behind the phrase "as far away as Timbuktu"?

*Timbuktu is located in the African nation of Mali on the Niger River. Hundreds of years ago, it was an important trade center visited by traders from as far away as Italy. In the 1300s it became a center for the arts and education. Schools and libraries were developed, bringing scholars from all over the world. Since most people knew about this important yet distant city, the phrase "as far away as Timbuktu" became a way to express a great distance to travel. The population was around 25,000 people at its peak. Today it is just a small town.*

8. List at least five of Africa's native animals. Tell where each of these animals is found (grasslands, jungles, etc.).

*Grasslands: antelope, buffalo, giraffes, zebras, cheetahs, hyenas, jackals, leopards, lions, elephants, ostriches*  
*Rivers and swamps: crocodiles, hippopotamuses, flamingos, pelicans, storks*  
*Jungles (rain forests): chimpanzees, monkeys*  
*Madagascar: lemurs*

9. List at least three of Africa's native plants. Give the following information for each plant:  
(a) type of environment in which the plant is found  
(b) uses for the plant  
(c) any unusual characteristics

*Jungles (rain forests): oil palms, ebony, mahogany trees (hardwoods); okoume trees (softwood) used to make furniture*  
*Desert oasis: date palms, tamarisks, acacias*  
*Swamps: mangrove trees (stand up on stilt-like roots)*



# the continent of **AFRICA**

10. List several of Africa's natural resources.

*Minerals: copper, diamonds, gold, petroleum*

*Valuable forests*

*Agriculture (produces most of world's cassava, cocoa beans, and yams)*

11. [HS] What was the country of Zimbabwe called before 1980?

*Rhodesia*

12. [HS] What is a possible explanation for the Atlas Mountains, the Great Rift Valley, and the Mediterranean Sea? Where is the biblical reference to this catastrophic event?

*There is evidence to suggest that the seven continents in the beginning were just one large continent (sometimes called "Pangaea"). Refer to Genesis 1:9–10. Then at some point, a cataclysmic event caused the continents to divide, even crashing together again, thus forming the Great Rift Valley and the Atlas Mountains. This could have happened during the Great Flood when the fountains of the deep were opened up (see Genesis 7:11) or shortly after the Flood in the days of Peleg (Genesis 10:25, 1 Chronicles 1:19).*



# the continent of **AFRICA**

**MAP ACTIVITY** Trace a map of the continent of Africa. Label the following places.

## Countries and Dependencies (Capital Cities)

- |   |  |
|---|--|
| ___ Algeria ( <i>Algiers</i> )                            | ___ Niger ( <i>Niamey</i> )  |
| ___ Angola ( <i>Luanda</i> )                              | ___ Nigeria ( <i>Abuja</i> )   |
| ___ Benin ( <i>Porto-Novo</i> )                           | ___ Rwanda ( <i>Kigali</i> )   |
| ___ Botswana ( <i>Gaborone</i> )                          | ___ Saint Helena, Ascension, and<br>Tristan Da Cunha ( <i>Jamestown</i> ) [UK] |
| ___ Burkina Faso ( <i>Ouagadougou</i> )                   | ___ São Tomé and Príncipe ( <i>São Tomé</i> )                                  |
| ___ Burundi ( <i>Bujumbura</i> )                          | ___ Senegal ( <i>Dakar</i> )   |
| ___ Cameroon ( <i>Yaoundé</i> )                           | ___ Seychelles ( <i>Victoria</i> )   |
| ___ Cape Verde ( <i>Praia</i> )                           | ___ Sierra Leone ( <i>Freetown</i> )   |
| ___ Central African Republic ( <i>Bangui</i> )            | ___ Somalia ( <i>Mogadishu</i> )   |
| ___ Chad ( <i>N'Djamena</i> )                             | ___ South Africa ( <i>Pretoria, Cape Town,<br/>Bloemfontein</i> )              |
| ___ Comoros ( <i>Moroni</i> )                             | ___ South Sudan ( <i>Juba</i> )  |
| ___ Congo, Democratic Republic of the ( <i>Kinshasa</i> ) | ___ Sudan ( <i>Khartoum</i> )  |
| ___ Congo, Republic of the ( <i>Brazzaville</i> )         | ___ Swaziland ( <i>Mbabane</i> )   |
| ___ Côte d'Ivoire (Ivory Coast) ( <i>Yamoussoukro</i> )   | ___ Tanzania ( <i>Dar es Salaam</i> )  |
| ___ Djibouti ( <i>Djibouti</i> )                          | ___ Togo ( <i>Lomé</i> )   |
| ___ Egypt ( <i>Cairo</i> )                                | ___ Tunisia ( <i>Tunis</i> )   |
| ___ Equatorial Guinea ( <i>Malabo</i> )                   | ___ Uganda ( <i>Kampala</i> )  |
| ___ Eritrea ( <i>Asmara</i> )                             | ___ Zambia ( <i>Lusaka</i> )   |
| ___ Ethiopia ( <i>Addis Ababa</i> )                       | ___ Zimbabwe ( <i>Harare</i> )   |
| ___ Gabon ( <i>Libreville</i> )                           |  |
| ___ Gambia, The ( <i>Banjul</i> )                         |  |
| ___ Ghana ( <i>Accra</i> )                                |  |
| ___ Guinea ( <i>Conakry</i> )                             |  |
| ___ Guinea-Bissau ( <i>Bissau</i> )                       |  |
| ___ Kenya ( <i>Nairobi</i> )                              |  |
| ___ Lesotho ( <i>Maseru</i> )                             |  |
| ___ Liberia ( <i>Monrovia</i> )                           |  |
| ___ Libya ( <i>Tripoli</i> )                              |  |
| ___ Madagascar ( <i>Antananarivo</i> )                    |  |
| ___ Malawi ( <i>Lilongwe</i> )                            |  |
| ___ Mali ( <i>Bamako</i> )                                |  |
| ___ Mauritania ( <i>Nouakchott</i> )                      |  |
| ___ Mauritius ( <i>Port Louis</i> )                       |  |
| ___ Morocco ( <i>Rabat</i> )                              |  |
| ___ Mozambique ( <i>Maputo</i> )                          |  |
| ___ Namibia ( <i>Windhoek</i> )                           |  |

## Bodies of Water

- \_\_\_ Indian Ocean
- \_\_\_ Atlantic Ocean
- \_\_\_ Red Sea
- \_\_\_ Mediterranean Sea
- \_\_\_ Lake Victoria
- \_\_\_ Lake Chad
- \_\_\_ Lake Nasser
- \_\_\_ Nile River
- \_\_\_ Congo River
- \_\_\_ Niger River
- \_\_\_ Gulf of Aden



# the continent of **AFRICA**

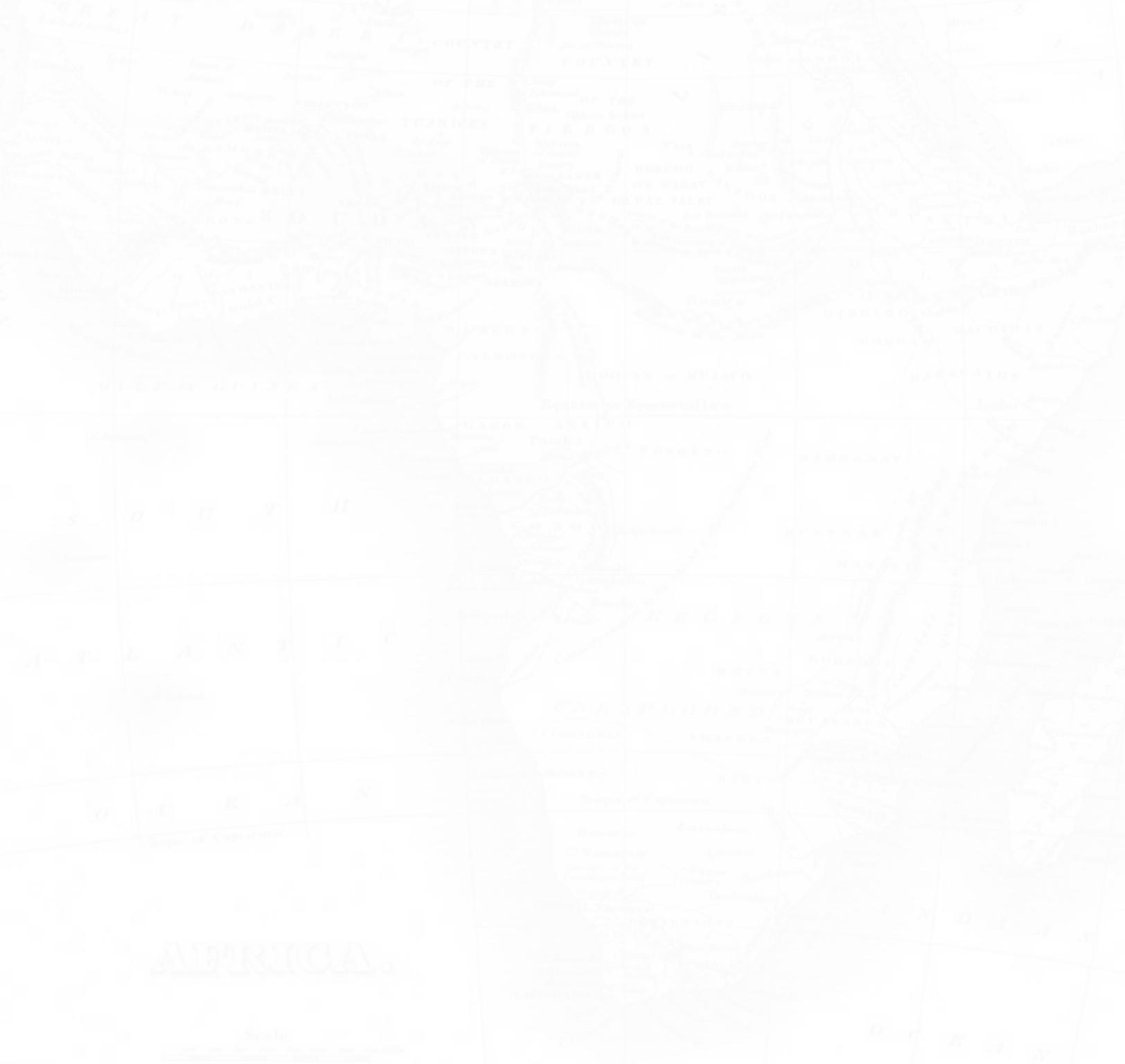
## Other Places

- \_\_\_ Comoros Islands
- \_\_\_ Canary Islands
- \_\_\_ Suez Canal
- \_\_\_ Sinai Peninsula
- \_\_\_ Great Rift Valley
- \_\_\_ Cape of Good Hope
- \_\_\_ Aswan High Dam
- \_\_\_ Sahara Desert
- \_\_\_ Atlas Mountains



the continent of **AFRICA**

**MY THOUGHTS, OBSERVATIONS, DRAWINGS**





# the continent of **AFRICA**

## **GEOGRAPHY ACTIVITY SUGGESTIONS**

1. Memorize the capitals of several African countries. Set your own goal of how many and which ones (five countries, ten countries, all of them). Mark the ones you choose on the Map Activity page (page 8) with an asterisk (\*).
2. Mining Africa's mineral wealth accounts for about half of the continent's total exports. South Africa is the world's largest producer of gold. Find out what other major minerals are mined on this continent and where the minerals are found. Create a key and plot this on your map of Africa.
3. The Sahara Desert is growing! Research this situation and find out what is being done to slow its growth. Write a short summary of what you find. (Suggestion: Check the *Reader's Guide to Periodical Literature* at your local library for magazine articles.) [COMPOSITION]
4. The wild animals of Africa are world famous. Travel agencies book safaris to this mostly tropical land. Some travelers go to hunt and kill wild animals; others prefer doing their hunting with a camera. Here are some suggested topics for a report:

[UE/JH] Use your imagination! Pretend you are on a safari deep in the jungles of Africa. What animals do you see? What are they doing? Write a letter home to your family or a friend telling about your safari. [CREATIVE WRITING]

NOTE: If enough research is done and enough detail is included, this could also count for SCIENCE.

[JH/HS] Poaching continues to be a problem in Africa. Find out what is being done to limit poaching. How much of a problem is it? How much does it affect the country economically? Are some animals on the endangered species list because of poaching? Write or tell about your findings. [SCIENCE, COMPOSITION, SPEECH]

5. Study a product (land-use) map in an atlas. Notice how the map uses a symbol to represent the agricultural products or natural resources produced in a given area. Draw an outline map of Africa to make your own product map. Use your own symbols and make a key that explains what the symbols represent. Using colored pencils helps to make an attractive and readable map. [ART]



# the continent of **AFRICA**

6. Study the time zones of the earth. Choose four cities on this continent. Then calculate what time it is in those cities at the time you are doing this project. [MATH]
  
7. Did you know that there are two different kinds of elephants? Find out the difference between an African elephant and an Asian elephant. Draw a picture of each and write a summary explaining these differences. [SCIENCE, ART, COMPOSITION]
  
8. Be the captain of an ocean liner! Load your ship with exports from the United States, then travel to a port somewhere in Africa. When you arrive, unload your goods and reload with imports from that country. Keep a log of your route. While you're there, take some time to find out what's around the area. Check out a tour book or look on the Internet for things to do in this port city and nearby area. What are some interesting places to visit? What fauna (animals) would you see on a drive outside the city? What flora (vegetation) would you see? Write a letter home telling of your adventures! Your Shipping Orders form is located in the back of your study guide. (**Note:** An example of how to fill in your student's Shipping Orders is located in Appendix B.) [CREATIVE WRITING]
  
9. [JH/HS] Be a travel agent! Design a brochure for a place in Africa that you would like to visit. Try your hand at designing a trifold pamphlet like you would find at a travel agency. Check the Internet for interesting places to see and exciting things to do. [CREATIVE WRITING, GRAPHIC ARTS]

## **OTHER IDEAS/NOTES**



# AFRICA

## history

### ANCIENT HISTORY: EGYPT

Little is known about the early history of the continent of Africa, yet one of the world's first great civilizations developed in the northern part of this continent. The ancient kingdom of Egypt arose along the banks of the great Nile River. Using your textbook, atlas, library books, and encyclopedia, read about the remarkable ancient country of Egypt. Then define the terms and answer the following questions.

### TERMS

1. **hieroglyphics** – *ancient Egyptian form of writing*
2. **papyrus** – *a plant the Egyptians used to make baskets, boxes, mats, sandals, furniture, and paper*
3. **vizier** – *a high official, second in command to the pharaoh*
4. **dynasty** – *a ruling family*
5. **mummification** – *the process of preserving dead bodies*





# the continent of **AFRICA**

## STUDY QUESTIONS

1. How did the Nile River benefit the ancient Egyptians?

*It provided the soil and water needed to grow their food and provided a place for fishing. Marshlands near the river were home to many waterfowl.*

2. Why is Egypt often called “the Gift of the Nile”?

*Without the fertile soil deposited by the yearly flooding of the Nile, Egypt would be a wasteland.*

3. What were the rulers of ancient Egypt called?

*The pharaoh was the highest official; the vizier was the second highest official.*

4. What major biblical person was a vizier in Egypt?

*Joseph*

5. Why did the Egyptians build pyramids? What did this show about their religious beliefs?

*Pyramids were built as tombs to hold the dead. The tombs were filled with items that the deceased were thought to need in another life—food, jewels, clothing, etc. The Egyptians believed in an afterlife.*



# the continent of **AFRICA**

6. Discuss the finding of the Rosetta Stone. (Why is it important? Who found this stone? What were they doing there?)

*The Rosetta Stone was discovered in 1799 by some men in Napoleon's army (which was invading Egypt). The writings on it were in three types of languages: Greek, demotic, and hieroglyphic. By using the Greek to translate the two ancient Egyptian writings, the hieroglyphic code was broken, thus allowing the translation of numerous other ancient Egyptian texts.*

7. [JH/HS] Egypt's ancient history is often referred to as having three eras—the Old Kingdom, the Middle Kingdom, and the New Kingdom. Briefly describe each period.

*Old Kingdom: Consisted of the Upper Kingdom and the Lower Kingdom, which were united under the reign of Menes around 3100 B.C. This began the First Dynasty. The leaders of the Old Kingdom were considered divine rulers and were called pharaohs. The famous pyramids were built during this period as tombs for the pharaohs, whose souls were believed to live in these tombs after their death. Hieroglyphics as a form of writing was developed in this era.*

*Middle Kingdom: After a period of conflict and division lasting around 200 years, Egypt was again united under one pharaoh. The focus was on rebuilding the country, including a vast irrigation system. Foreign trade was important during this time of prosperity and development. In the Old Kingdom, there were only the poor and the rich (the pharaoh and his noblemen). Old Kingdom Egyptians believed that only the rich had a life after death. During the Middle Kingdom, a middle class developed, and the belief system eventually changed to include everyone having a life after death, regardless of social class. Thus many more, though smaller, pyramid tombs were built during this time. The Middle Kingdom ended when Egypt was invaded by a fierce warring group from Arabia and Syria called the Hyksos.*

*New Kingdom: After approximately 100 years of foreign rule, the Egyptians were able to drive out the Hyksos from their land. After getting a taste of conquest, the Egyptians turned their attention to conquering and invading other lands. There was military expansion, cultural growth, and rebuilding. Egypt became a great trade center for art and material goods. The New Kingdom ended with the rise of the Assyrian and Chaldean Empires.*



the continent of **AFRICA**

## **SUGGESTIONS FOR FURTHER RESEARCH ON EGYPTIAN HISTORY**

1. Research the embalming technique the Egyptians used on their dead. Write a short summary of what you find. [SCIENCE]
2. Find out how the ancient pyramids were built. Give a “how-to” speech describing the procedure step by step. [SPEECH]  

Pretend you are an architect, and the pharaoh has hired you to build a pyramid. He asks you to write a report explaining how you will build it. [CREATIVE WRITING]
3. Find out more about hieroglyphic writing. Make a chart of a few of the characters and include their definition.
4. There was one female pharaoh. Research Queen Hatshepsut and summarize your findings in a report. [COMPOSITION]
5. Read *Mara, Daughter of the Nile*. Choose a method below to report on the book. [LITERATURE]
  - Describe Mara’s personality and tell how she responds to various situations and problems she encounters.
  - Make a list of the facts you learned about ancient Egypt from this book.
  - Write a paragraph that describes the most exciting scene in the book. [COMPOSITION]
  - Draw a picture of a scene in the story. [ART]
  - Write a news brief about the demise of Hatshepsut or Thutmose taking the throne of pharaoh. [CREATIVE WRITING]



# the continent of **AFRICA**

6. King Tut is probably the most famous mummy of ancient Egypt. Research to find out when his tomb was found, who found it, why he was searching, and what else he found (besides King Tut!). Where is King Tut now? Give your report orally. [SPEECH]

## **OTHER IDEAS/NOTES**



# the continent of **AFRICA**

## **ANCIENT & COLONIAL HISTORY**

As already mentioned, little is known about the ancient history of most of the continent of Africa. However, the mystery began to unfold during the world's Age of Exploration (1500s); and Africa continued to reveal more of herself, even if reluctantly, during the Colonial Era. Use your resources to find out more by defining the following terms and answering the questions.

### **TERMS**

1. **clan** – *a group of people who are descended from a common ancestor*
2. **tribe** – *two or more clans living together in a community*
3. **oral tradition** – *poems, songs, or stories that are passed from one generation to the next by word of mouth*
4. **imperialism** – *the building of empires by a nation*
5. **abolition** – *doing away with or putting an end to something (such as slavery)*
6. **Boers** – *people of Dutch, German, or Huguenot descent who live in South Africa*
7. **cannibalism** – *the eating of human flesh*
8. **cartographer** – *a person who draws maps*



# the continent of **AFRICA**

## STUDY QUESTIONS

1. [UE/JH] Who was the head of a tribe in early African communities?

*the father*

2. [UE/JH] What function or purpose did a witch doctor have in a tribe?

*He was the religious leader, and his "power" was sought to cure both physical and spiritual problems.*

3. [UE/JH] Why was the oral tradition so important to the early Africans?

*Before the 1800s, the Africans had no written languages. Therefore, for their history, traditions, and ancestry to be handed down to the next generation, they had to be told orally in a way that would be remembered. Children learned about their heritage from the storyteller.*

4. During the nineteenth century, serious exploration of the interior of Africa began to take place. What difficulties faced these explorers?

*extreme heat and humidity, thick vegetation, unknown tropical diseases, hostility from slave traders, wild animals, untrustworthy guides (who deserted them or led them to unfriendly tribes), rugged terrain*

5. [HS] Because so many explorers died during this time, what nickname became attached to Africa?

*"White Man's Grave"*

6. Which continent was responsible for the colonization of Africa?

*Europe*



# the continent of **AFRICA**

7. Why were the Europeans interested in Africa? (What natural resources did this continent have? What did scientists find? What other kinds of information did they learn?)

*The African colonies held great wealth in their mineral reserves (gold, diamonds), as well as ivory, spices, and ebony. The Europeans were interested in finding out all they could about this unknown land. They followed rivers to their sources, took notes on the animal life and plant life, and studied the deserts and jungles.*

8. [JH, HS] What were some of the geographic features explored and charted during this period of exploration in Africa?

*Victoria Falls; Lake Victoria; the Niger, Zambezi, and Congo Rivers; mountains; and deserts*

9. Who is considered Africa's greatest explorer? In what other role/s did he serve? When he died, what unusual thing was done with his body?

*Dr. David Livingstone was also a doctor and a missionary. His body was buried in England, but his heart was buried in Africa by his African friends.*

10. Who discovered Victoria Falls?

*Dr. Livingstone*

11. Who was Henry Stanley? (What did he do? What were his famous words? What impact did David Livingstone have on Stanley?)

*Henry Stanley was a newspaper reporter. When Dr. Livingstone had not been heard from for several years, a newspaper editor sent Stanley in search of him. After a long search, Stanley found Livingstone deep in the heart of Africa by the shores of Lake Tanganyika. As Stanley approached Dr. Livingstone, he uttered the now-famous greeting, "Dr. Livingstone, I presume." After Dr. Livingstone died, Stanley carried on his work in Africa.*



# the continent of **AFRICA**

12. [HS] Describe the situation in Africa that led to the European slave trade. (How did the slavers get the slaves? From whom were they gathered? What was the main reason for the growth of the slave trade? Where and why was there a “need” for slaves?)

[UE/JH] (a) Why were slaves taken from Africa? Where were they taken? (b) Who sold the slaves to the European slavers? How did they get them and why did they take them?

*Tribes were often at war with one another. Slaves were people from the captured tribe who were sold by the victor tribe. With the settlement of the Americas and the development of plantations, manpower was needed to do the vast amount of work on these large farms. The slaves being offered in Africa seemed to be just the answer. A slave trade industry quickly developed, with Britain, France, and Portugal being the main traders.*

13. Describe the conditions under which slaves were transported to their new location.

*Slaves were bound together with chains or ropes to make the journey to the African coast. Once on board, they were chained to the ship. The decks where they were kept usually had such low ceilings that the slaves were not able to stand up straight. Fresh air and exercise were rare.*

14. Where did the opposition to the slave trade begin?

*Europe saw the cruelty of the slave trade. The drive to abolish it began in England, with other countries following the example.*

15. [JH/HS] Why was the African country of Liberia formed?

*The country of Liberia was formed in 1822 by a colonization society in the United States as a homeland for freed slaves. It was the first independent African republic. Monrovia, the country's capital city, was named after U.S. President James Monroe, who arranged for its founding. The name Liberia comes from the Latin phrase meaning free land.*

16. Who was King Leopold II, and what did he do that upset the other European nations?

*King Leopold was the king of Belgium who claimed personal ownership of the Congo area (later called Zaire; now the Democratic Republic of the Congo).*



# the continent of **AFRICA**

17. What was the Great Trek and why did it take place?

*After the British took over the Cape of Good Hope, formerly held by the Dutch, the Dutch (Boers) moved in great numbers northward out of the region.*

18. Why was the Boer War fought? Who won? What new country was formed at the end of this war?

*Many years after the Great Trek, gold and diamonds were discovered in the land occupied by the Boers. When the British wanted to control this area and take the wealth, the Boers defended their land. The British eventually won. The Union of South Africa was formed after this war.*

19. [HS] Before World War I, who controlled most of the African continent?

*various European powers (Great Britain, France, Italy, Portugal, Spain, Belgium, Germany)*

20. [HS] What were some of the benefits to Africa of this foreign control?

*This time of foreign control saw strong missionary work in Africa. Schools and colleges were founded. Roads, railroads, and hospitals were constructed. There was also an increase in the development of cities.*

21. [HS] When did most of this foreign rule end?

*during the 1950s and 1960s*

22. What are some of the problems and needs of modern-day Africa?

*missionaries to continue teaching the Gospel; education to raise the low literacy rate*



# the continent of **AFRICA**

## **SUGGESTIONS FOR FURTHER RESEARCH ON THE HISTORY OF AFRICA**

1. What is the tsetse fly? What impact did this fly have on Africa? [SCIENCE]
2. [HS] Research the practice of apartheid in South Africa. What is it? When did it end? What events contributed to its end? Has it been successful? Who is Nelson Mandela, and what role did he play in this situation?
3. [UE/JH] Write a paragraph about the *good* things that have come to Africa because of the Age of Exploration. [COMPOSITION]

## **OTHER IDEAS/NOTES**



# AFRICA

## religion

### TERMS

1. **polytheism** – *believing in more than one god*
2. **monotheism** – *believing in only one god*
3. [HS] **animism** – *attributing conscious life to objects in nature*



Tomb of Nebamun, British Museum



# the continent of **AFRICA**

## STUDY QUESTIONS

1. [HS] Describe the religion of ancient Egypt. Were Egyptians polytheistic or monotheistic? Who were their main gods?

[UE/JH] Were the ancient Egyptians polytheistic or monotheistic? Who were some of the main gods that the ancient Egyptians worshipped?

*The Egyptians were polytheistic. They were humanists because they worshipped the man pharaoh and naturalists because they worshipped nature.*

*Main gods: Ra - chief god*

*Isis - protector of children*

*Osiris - god of the underworld*

*Horus - the falcon god*

*The pharaoh was considered a son of Horus, so he was also considered a god.*

2. What did the ancient Egyptians believe happened to them after they died?

*They believed in an afterlife. In fact, the Egyptians spent a great deal of time preparing for the afterlife. The rulers and other wealthy families built pyramids to house their bodies and other items they believed they would need to have with them to enjoy their afterlife. (The Egyptians called the soul that lived on their Ka.)*

3. [HS] Why did the Egyptians mummify their dead?

*The Egyptians believed that without a body they could not exist in the next world—the world of the dead.*

4. Describe the religion of a typical African tribal community.

*They believed in a god who created the world and in lesser gods and spirits who ruled the affairs of people. They performed sacrifices and rituals to win the favor of these lesser gods in order to receive various blessings.*



# the continent of **AFRICA**

5. [UE/JH] What did the Africans believe about their dead ancestors?

*They believed that they were still an active part of their family—that the spirits of their ancestors influenced them.*

6. [HS] What function or purpose did the witch doctor have in the primitive tribes of Africa?  
[UE/JH] (a) Who was considered the tribal religious leader? (b) How did this religious leader “help” people?

*The witch doctor was the religious leader of the tribe. He had the job of curing the peoples’ ills—whether problems with health or other problems such as bad fortune with life. He used his supposed magic powers to diagnose the problem and prescribe the cure. Rituals, sacrifices, and offerings could all be a part of this cure.*

7. Why were masks worn during religious ceremonies?

*African craftsmen made masks to represent faces of spirits or animals. During religious ceremonies, the dancer wearing the mask supposedly became that spirit or animal. Each mask had a special purpose.*

8. How is tribal art reflected in their religion?

*Objects or figures carved from wood, stone, or other material were believed to represent political or religious powers. Charms were also made for people to carry with them for good luck.*



# the continent of **AFRICA**

## **SUGGESTIONS FOR FURTHER RESEARCH ON THE RELIGIONS OF AFRICA**

1. Read a biography of David Livingstone. Write a short report (one or two pages) which summarizes his life and work in Africa. [COMPOSITION]
2. Read a biography of Mary Slessor. Write a short report that summarizes her life and work in Africa. [COMPOSITION]
3. [HS] Research the denominations that are currently the most active in evangelizing this continent. Make a poster or chart that records this information. What two denominations have the greatest number of believers in Africa?
4. Write a letter to a missionary serving in Africa, asking about his or her life and work. [COMPOSITION]

## **OTHER IDEAS/NOTES**



# AFRICA

## culture

### TERMS

1. **Swahili** – *a mixture of Arabic, Persian, Indian, and native African languages*





# the continent of **AFRICA**

## STUDY QUESTIONS

1. In tribal African culture, what is the most important group of people?

*the family*

2. Most African tribes practiced polygamy. Do you think it would be hard for the father/husband to keep peace in his family? Why or why not?

*Most likely there would be rivalry for the attention and favor of the father/husband among the different family groups.*

3. [HS] How was music a part of African life? (When was music played or sung? What instruments were used?)

[UE/JH] List some of the occasions where music was a part of an African family's life.

*Music was an important part of African tribal life. While working, playing, celebrating, or worshipping their gods, they would sing or play instruments, such as drums, rattles, bells, or horns.*

4. What are talking drums? For what purposes were they used?

*Drums that could be tuned to different pitches. By playing these drums, tribes could "talk" or communicate with tribes in other villages miles away.*

5. What other types of art did Africans produce?

*Africans also sculpted art objects from wood, stone, or other materials.*

6. What are some reasons for making a piece of art?

*for religious ceremonies or good luck charms; to demonstrate wealth*

7. List some ways Africans obtain their food.

*hunting game, gathering fruits and nuts, herding, growing crops*



the continent of **AFRICA**

## **SUGGESTIONS FOR FURTHER RESEARCH ON THE CULTURE OF AFRICA**

1. Read about one or more of the following areas of African culture. You may focus on the culture of the early tribes or the culture of a modern African nation. After reading, write or tell about your findings. [COMPOSITION, SPEECH]

African homes	African clothing
African food	African schools

2. Write a letter to a missionary or other person you may know who works or serves in Africa. Ask about what life in Africa is like. (What foods do they eat? How do they travel? Where do African children go to school? What kinds of clothes do they wear? What are their houses like?) Share your information with a display of pictures, articles, letters, postcards, etc. [COMPOSITION]
3. Choose one African nation and research its government. Who is the leader of this nation? How is he or she elected? What other government offices or positions are there? Draw and color the nation's flag to include with your report. [COMPOSITION, ART]
4. Choose one of the following African tribes and research its culture. How do they live? How do they get their food? What is their religion like? What kind of houses do they live in? What roles do the men and women have? How are the children educated? Report your information in written form or orally. [COMPOSITION, SPEECH]

Bantu	Ashanti	Pygmies
Luba	Yoruba	Maasai
Khoikhoi	Lunda	Kikuyu
Malinke	Nuer	Berbers
Ganda	Fulani	Hamites
Dinka	Hausa	Bushmen
Moors	Semites	
Xhosa	Tuareg	

5. Learn to speak a new language! Look up several words in Swahili. Label some of the things in your house in Swahili. Learn the words for mother, father, sister, brother, etc.



the continent of **AFRICA**

## OTHER IDEAS/NOTES



Kenya Colony. Karatina. Wakikuyu types.  
Matson Photo Service, 1936





the continent of **AFRICA**

## MY THOUGHTS, OBSERVATIONS, DRAWINGS

