

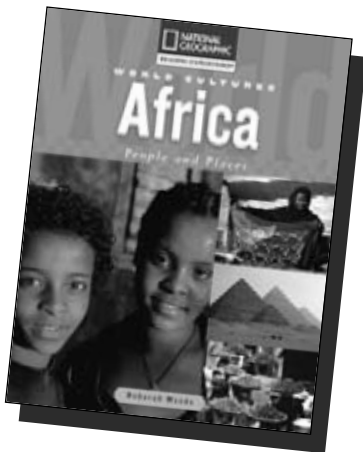
Overview

Summary

Africa: People and Places

By Deborah Meade

This book explores the culture of Africa today through an examination of the themes of Population, Art, Sports, Traditions, Economy, and Government.



POPULATION

School Days investigates education and student life across the continent.

Cairo Keeps Growing and Growing explores causes and effects of urban growth.

A Health Crisis probes the challenges posed by AIDS in Africa. NOTE: You may want to consider if this sensitive topic is appropriate for your students.

ART

Sculpting in Stone introduces a major African art as seen in Chapungu Sculpture Park.

SPORTS

Going the Distance recounts the achievements of world champion African long-distance runners.

TRADITIONS

A Tale of Two Weddings offers insights into traditions from different parts of Africa.

Growing Up Masai explores

Masai traditions that transform young men into adults.

ECONOMY

Science on the Farm discusses ways that Africans are increasing food production.

Oil in Nigeria describes the benefits and problems that oil production creates.

GOVERNMENT

South Africa After Apartheid traces the history of apartheid and how South Africans are overcoming its effects.

Background

Africa, the second largest continent in the world in both size and population, is marked by an astounding variety of cultures, languages, and ethnic groups. Today, as Africa is increasingly connected to the rest of the world through technology and trade, the continent's cultures are changing. Many cultures, however, retain their traditions despite change.

Learning Objectives

Social Studies/Geography

- Analyze how language, literature, arts, traditions, values, and behaviors contribute to the development and transmission of culture
- Identify ways regional, ethnic, and national cultures influence daily lives
- Show how groups and institutions work to meet individual and group needs
- Explore global issues, such as health, migration, and economic development
- Describe how people create places that reflect cultural values and ideals

Process Skills

- Skill Focus**
- Examine primary sources
- Supporting Skills**
- Analyze
 - Infer
 - Generalize

Reading Skills

- Recognize cause-and-effect relationships
- Identify main ideas and details
- Sequence events
- Compare and contrast
- Make judgments
- Summarize
- Identify problems and solutions

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Refer students to the “What Is Culture” spread on pages 4–5. Before they begin reading, ask them to consider the title question. Ask them to answer the question based on what they know of their own culture. Then draw a simple web on the board with “Culture” at its center and students’ ideas radiating from it. Students can copy the web in their notebooks. Then have students read the spread and identify the themes of culture that serve as the organizing framework of this book—Population, Arts, Sports, Traditions, Economy, and Government. Help students see that focusing on such themes gives us useful snapshots of a society’s way of life. Ask:

*How are the cultures shown in these pictures similar to yours?
How are they different?*

Preview

Encourage students to look through the book, matching cultural themes such as Arts and Sports with the titles of articles. Urge them to pay special attention to the photographs, captions, other graphic aids, and article summaries.

Tell students that *Africa: People and Places* presents a series of articles that combine to produce a broad picture of Africans’ ways of life.

Set Purpose

Discuss why it is important for us to know about the cultures of other people. Point out that the problems and achievements of other people affect our lives—for example, in matters of trade or of peace or war. Set a purpose for reading. Ask:

How will this book help us understand Africa’s cultures?

Vocabulary Strategy: Relate Words

Activity Master, page 16

Use the Activity Master to explore how the seven words listed are related to the movement of people within a country or between countries. Encourage students to use one of the words on the list to help define another word on the list where it is appropriate. Ask students how this strategy helps them learn new words.

Strategy Tip: Reread/read on

If students are unclear about the meaning of a vocabulary word after reading its definition in the glossary, have them read the paragraph(s) in which the word appears in the text in order to reinforce their understanding of the word in context.

Meeting Individual Needs

For specific strategies on meeting individual needs, see pages 80–85.

Correlation to National Standards

Writing/Communication Skills

- Give an oral presentation
- Comment on an oral presentation
- Write a journal entry
- Write an art review
- Write a report

Reading/Language Arts

- Read to become informed about the needs of society
- Apply a range of strategies to comprehend texts
- Use and adjust written and spoken language for learning
- Use the writing process
- Conduct research

Social Studies

- Time, Continuity, & Change
- People, Places, & Environments
- Power, Authority, & Governance
- Production, Distribution, & Consumption
- Science, Technology, & Society
- Global Connections

Geography

- The World in Spatial Terms
- Places and Regions
- Human Systems
- Environment and Society
- The Uses of Geography

Focus on Content Area Reading (continued)

School Days

(pages 8–13)

Preview

Ask students to offer facts about education in the United States—who goes to school, for how long, to what different kinds of schools (public and private). Give students a chance to look through this article, paying particular attention to the photographs and captions, headings, and graph, in order to compare and contrast education in Africa and in their home country.

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

Ask students to read the article to identify the key issues facing African education today. Have students use the Graphic Organizer to record their findings, identifying the conditions under Effects and the reasons for them under Causes.

Respond

Initiate a discussion to assess comprehension. Ask:

Why is school attendance often low in Africa? (See page 10.)

(cause and effect)

How does your school day compare or contrast with one in Cameroon? (See pages 11–13.)

(compare and contrast)

Cairo Keeps Growing

and Growing (pages 14–21)

Preview

Direct students' attention to the photograph of Cairo on page 14 and the title of this article on page 15. Ask them to think about why growing cities like Cairo might create problems, as well as advantages, in Africa today.

Read Strategically: Identify Main Idea and Details

Activity Master, page 17

Assign the article for independent or class reading. Have students use the Activity Master to find main ideas as they read. Explain that a reading selection may have one or more main ideas.

Respond

Have students discuss the main ideas about the trend toward growing urbanization in Africa as they complete the Activity Master on page 17. Have students compare their answers to question 5 and apply their learning to another country in Africa.

A Health Crisis

(pages 22–25)

Preview

This article focuses on the AIDS crisis in Africa. NOTE: As this is a sensitive topic, you might want to consider if it is appropriate for your students.

Have students preview the circle graph on page 24. Use it to introduce the main idea of the article. Ask:

How does the circle graph show you that AIDS is a major challenge facing Africa?

Read Strategically: Recognize Cause-and-Effect Relationships

Graphic Organizer, page 107

Have students read the article and identify three cause-and-effect relationships involving AIDS that are described in the article. For example, in the quotation on page 23, a sick family member is the cause; the effect is that her daughter must take care of both her mother and her baby brother.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

How is education being used to fight AIDS?

(See pages 23–24.)

(main idea and details)

What is the difference between trying to prevent a disease and trying to cure it? (See page 25.)

(compare and contrast)

Focus on Content Area Reading (continued)

Sculpting in Stone

(pages 21–31)

Preview

Graphic Organizer, page 106
Have students use the Time Line Graphic Organizer to sequence major events in the development of sculpture in Zimbabwe. Then ask students to skim the article for the four dates it refers to (*now*, *30 years ago*, *1,000 years ago*, and *about 1500*). Have students enter these four dates, in chronological order, on the organizer. As they read the article, have them fill in the significance of these dates.

Read Strategically: Sequence Events

Ask students to describe the process that the artists of Chapungu follow in creating their work. They can use the Flow Chart Graphic Organizer on page 105 to note the steps these artists take.

Respond

Ask students to imagine that they are art critics assigned to evaluate and recommend the work of the artists of Chapungu. As students write their evaluations, encourage them to consider the process the artists go through, the material they work with, their finished products, and what benefits sculpting brings to the artist. Encourage students to share and discuss their reviews.

Going the Distance

(pages 32–35)

Preview

Have students find the two vocabulary terms in boldface on page 33: *marathons* and *altitudes*. Ask students what they know about these words and write their suggestions on the board. After students read the article, return to the board and have them evaluate what they have learned about the words.

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Venn Diagram Graphic Organizer to compare and contrast the sport of long-distance running in Kenya with another sport. Remind students that what the two sports have in common should be written in the space where the two circles overlap.

Respond

Initiate a class discussion to assess reading comprehension.
Ask:

How is high altitude related to success in long-distance running?
(See page 33.)

(main idea and details)

How has Kenya benefited from the success of its runners?
(See page 34.)

(summarize)

A Tale of Two Weddings

(pages 36–39)

Preview

Have students read the introductory paragraph on page 38. Have them use the Time Line Graphic Organizer on page 106 to identify important milestones in a typical lifetime and the traditions that mark them. Encourage students to discuss why such traditions are important to people. How do they bind people together and give them a sense of heritage and community?

Read Strategically: Compare and Contrast

Graphic Organizer, page 108

Have students use the Venn Diagram Graphic Organizer to compare and contrast the two weddings. Encourage students to concentrate on both the customs involved in the traditions of each and the underlying reasons for those traditions.

Respond

Initiate a class discussion to assess reading comprehension.
Ask:

Why did the couple want two wedding ceremonies?
(See pages 36–38.)

(main idea and details)

Focus on Content Area Reading (continued)

Growing Up Masai

(pages 40–43)

Preview

Have students read the introductory paragraph on page 41. Invite them to identify differences between being a young person and being an adult. Ask:

Why do most cultures consider becoming an adult a major lifetime event?

Read Strategically: Sequence Events

Graphic Organizer, page 105

Have students read the article independently and use the Flow Chart Graphic Organizer to plot the steps in going from youth to manhood in Masai tradition. As students plot these steps, encourage them to think about why the Masai might believe that such a formal ceremony as the Eunoto (yoo NOH toh) is important to mark the process.

Respond

Ask students to write a journal entry as if they were Masai youths going through the activities of Eunoto. As an alternative, they can describe a ceremony they are familiar with from their own community. Invite them each to write a journal entry describing the ceremony—its various parts, and who participates. Have volunteers read their entries in class.

Science on the Farm

(pages 44–49)

Preview

Have students look at the title of the article on page 44. Ask them to discuss what benefits scientists can provide farmers in Africa and elsewhere.

Introduce the term *biotechnology*. Note that *biotechnology* has three parts: *bio* (life) + *techno* (art, skill) + *logy* (word, discourse). Ask students what they think the term might mean and how it might be used to improve farming in Africa.

Read Strategically: Make a Decision

Activity Master, page 18

Have students use the Activity Master as a study guide to help them identify pros and cons of using biotechnology for farming in Africa. Point out that finding solutions for problems often involves weighing positive effects against negative effects.

Respond

Have students review the decision they made on the Activity Master on page 18. Then invite them to pretend they had made the opposite decision and then make a case for it. When they have completed the assignment, divide the students into teams and have them debate opposing sides of the argument.

Oil in Nigeria

(pages 50–51)

Preview

Outline Map, page 112

Have students look at the political map in the book on page 7 and the graph on page 51 to help them locate the major oil producers of Africa. Pass out copies of the Outline Map of Africa on page 112. Have students color and label the African oil-producing countries and show their percentages of oil production. Ask them to give their maps an appropriate title.

Read Strategically: Make Judgments

Ask students to read the article. Have them take notes on what they learn from it organized under two headings—*Benefits* and *Problems*. Explain that the positive has to be weighed against the negative in making judgments on what actions to take. Invite them to weigh one side against another in making a judgment on oil production in Nigeria.

Respond

Initiate a discussion of students' judgments. Ask:

Should Nigeria continue its oil production? Why or why not?
(See page 51.)

(make judgments)

After Reading/Assess

South Africa After Apartheid (pages 52–59)

Preview

Give students time to preview the article, paying attention to heads, photographs, and captions. Write the South African term *apartheid* and its pronunciation [uh PAR tight] on the board. Ask:

What clues can you find in the introductory paragraph to tell what this term means?

Read Strategically: Sequence Events

Graphic Organizer, page 106

As students read the article, have them note important dates in the history of apartheid, including 1962, 1992, 1994, 1996, and 1999. Have students use the Time Line Graphic Organizer to organize these dates and events.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

How has education changed in South Africa since apartheid ended? (See page 57.)
(main idea and details)

Focus on Skills

Investigate Cultures Skill: Examine Primary Sources

Activity Master, page 19

Remind students that a primary source is a firsthand account given by participants in an event. Have students look at the excerpt on the Activity Master. Ask them what makes this excerpt a primary source. Have students read the excerpt and answer the questions.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write the answers in their notebooks:

- 1 What are the effects that a growing population is having on Africa today?
- 2 Why is education so important to Africa's future development?
- 3 Why has biotechnology become important to Africa's farmers?
- 4 What are two different points of view on oil production in Africa?
- 5 How has the end of apartheid changed South Africa?

Assessment Activity

Storyboards are a series of illustrations, often used as a preliminary step in the creation of films and videos. Have students create captioned storyboards that present a picture of life in Africa today. Ask them to include at least two of the topics listed below. Storyboards should include illustrations and paragraphs explaining key conclusions about the subject matter. Tell students that they will be working to answer the big question, “What kinds of lives do Africans live today?” Topics to choose from include:

EDUCATION

What are school conditions like?

URBANIZATION

What push and pull factors promote African urbanization?

TRADITIONS

What are some different African wedding traditions?

ECONOMY

In which ways do Africans hope to achieve economic growth?

Multiple-Choice Test

Use the multiple-choice test on page 96.

Articles from *National Geographic*

“Cairo—Clamorous Heart of Egypt”: April 1993

“Masai Passage to Manhood”: September 1999

“Memorial to a Warrior for the Environment”: April 1996

Vocabulary: Relate Words

The words below are from *Africa: People and Places*. Each word has something to do with the movement of people within a country or between countries. Use the glossary of the student book to check your understanding of each word. Then write a sentence for each word that shows how you think it relates to the movement of people.

Word	Meaning	Sentences
push factor		
pull factor		
migration		
rural		
urbanization		
homeland		
township		

Name _____

Read Strategically: Identify Main Ideas

As you read “Cairo Keeps Growing and Growing,” write the main ideas from the article. Question 5 asks you to think about what you have read. The answer to it cannot be found in the article.

1. Why are so many Egyptians moving to Cairo? _____

2. How does life change for Egyptians when they move from rural areas to cities? _____

3. What problems does fast-growing urbanization cause? _____

4. How do push factors differ from pull factors in migration? _____

5. Why might you conclude that the country of Nigeria shares the same migration trends as Egypt?

Name _____

Investigate Cultures Skill: Examine Primary Sources

Nomfundo Mhlana [muh LAH nah] grew up on a farm in South Africa when apartheid was still in effect. Her parents worked for a white farmer. Later, as a teenager, she spoke about how her life and plans changed when apartheid was abolished. After you read this excerpt from an interview, answer the questions that follow.

I will not work on the farm like my parents. They were illiterate [not able to read and write] and living in times of apartheid, and working on the farm was all they could do. But my education will give me an advantage; it will help me get better jobs than they could. I want to have a career in social work because I love to talk to children and I don't like to see them being abused. I know I won't make that much money as a social worker, but I hope that I will make enough to buy a house and let my family live there with me. Then they won't have to work on the farm anymore. My parents worked hard to allow me to go to school, and I must make them proud. . . .

—Interviewed by Tim McKee in *No More Strangers Now: Young Voices from a New South Africa*

1. How does Nomfundo Mhlana believe her future life will be different from her parents' lives?

2. What are her dreams for the future? _____

3. What reasons does she give for wanting to have a career in social work? _____
