Africa
The Sahara

The world’s largest desert, the Sahara, dominates land and life in North Africa.

Savannas

Grassy plains called savannas stretch across large parts of the continent and are home to much African wildlife.
Explore the Satellite Image

A huge continent, Africa is home to many different kinds of physical features. Based on this satellite image, how would you describe Africa’s physical geography?

The Satellite’s Path

[Diagram showing the satellite’s path over Africa]
1. **Name**: What major rivers can you see on the map, and where are they located?

2. **Compare**: How does the average elevation of southern Africa compare to that of northern Africa?

**Place**: Africa is a huge continent with a great variety of physical features.
## Geographical Extremes: Africa

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Longest River</td>
<td>Nile River, Egypt: 4,160 miles (6,693 km)</td>
</tr>
<tr>
<td>Highest Point</td>
<td>Mount Kilimanjaro, Tanzania: 19,340 feet (5,895 m)</td>
</tr>
<tr>
<td>Lowest Point</td>
<td>Lake Assal, Djibouti: 512 feet (156 m) below sea level</td>
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<tr>
<td>Highest Recorded</td>
<td>El Azizia, Libya: 136°F (57.8°C)</td>
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<td>Temperature</td>
<td>Ifrane, Morocco: -11°F (-23.9°C)</td>
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<tr>
<td>Wettest Place</td>
<td>Debundscha, Cameroon: 405 inches (1,028.7 cm) average precipitation per year</td>
</tr>
<tr>
<td>Driest Place</td>
<td>Wadi Halfa, Sudan: .1 inches (.3 cm) average precipitation per year</td>
</tr>
<tr>
<td>Largest Country</td>
<td>Sudan: 967,499 square miles (2,505,810 square km)</td>
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<tr>
<td>Smallest Country</td>
<td>Seychelles: 176 square miles (455 square km)</td>
</tr>
<tr>
<td>Largest Desert</td>
<td>Sahara: 3,500,000 square miles (9,065,000 square km)</td>
</tr>
<tr>
<td>Largest Island</td>
<td>Madagascar: 226,658 square miles (587,044 square km)</td>
</tr>
<tr>
<td>Highest Waterfall</td>
<td>Tugela, South Africa: 2,800 feet (853 m)</td>
</tr>
</tbody>
</table>

## Size Comparison: The United States and Africa

Mount Kilimanjaro, Tanzania
Location Africa is located south of Europe and Southwest Asia.

1. Name What island countries can you see on this map?

2. Analyze Compare this map to the climate map. Where are the capitals of Libya, Tunisia, Algeria, and Morocco located, and how might climate explain their locations?
**Place**  The African continent is rich in resources.

1. **Identify**  What are some of the key resources in southern Africa?

2. **Make Generalizations**  Where in Africa are oil resources found? How do you think oil affects the economies of these regions?
1. Analyze

Compare this map to the climate map. How does climate seem to influence population patterns in Africa?

1. Name

What river in North Africa has a very high population density along its course?

2. Analyze

Compare this map to the climate map. How does climate seem to influence population patterns in Africa?
Location  Africa’s location around the equator influences its climates.

1. Name Which climates dominate large parts of Africa?

2. Explain Africa’s climates are sometimes said to “mirror each other around the equator.” What do you think is meant by this statement?
<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>CAPITAL</th>
<th>FLAG</th>
<th>POPULATION</th>
<th>AREA (sq mi)</th>
<th>PER CAPITA GDP (U.S. $)</th>
<th>LIFE EXPECTANCY AT BIRTH</th>
<th>TVS PER 1,000 PEOPLE</th>
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<td>Algiers</td>
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<td>CAPITAL</td>
<td>POPULATION</td>
<td>AREA (sq mi)</td>
<td>PER CAPITA GDP (U.S. $)</td>
<td>LIFE EXPECTANCY AT BIRTH</td>
<td>TVS PER 1,000 PEOPLE</td>
<td></td>
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<td>Washington, D.C.</td>
<td>307.2 million</td>
<td>3,794,083</td>
<td>$46,900</td>
<td>78.2</td>
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<td>COUNTRY</td>
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<td>AREA (sq mi)</td>
<td>PER CAPITA GDP (U.S.$)</td>
<td>LIFE EXPECTANCY AT BIRTH</td>
<td>TVS PER 1,000 PEOPLE</td>
<td></td>
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<td>0.09</td>
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<td>307.2 million</td>
<td>3,794,083</td>
<td>$46,900</td>
<td>78.2</td>
<td>844</td>
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</table>
**Africa and the World**

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Age</th>
<th>Life Expectancy at Birth</th>
<th>Per Capita GDP (U.S. $)</th>
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</thead>
<tbody>
<tr>
<td>Africa</td>
<td>19.3 years</td>
<td>51.9</td>
<td>$2,800</td>
</tr>
<tr>
<td>Rest of the World</td>
<td>28.0 years</td>
<td>65.7</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Compared to the rest of the world, Africa’s population is younger, has a shorter life expectancy, and has less money.

**ANALYZING INFORMATION**

1. Based on the information above, what do you think are some key challenges in Africa today?
What You Will Learn...

In this chapter you will learn about five countries located in the region of North Africa—Egypt, Libya, Tunisia, Algeria, and Morocco. You will learn about the importance of water in this dry region. You will also study the histories of these countries, which include ancient Egyptian civilization. In addition, you will learn about North Africa’s cultures, economies, and governments.

SECTION 1: Physical Geography  . . . . . . . . . . . . . . . . . 494
The Big Idea North Africa is a dry region with limited water resources.

SECTION 2: History and Culture . . . . . . . . . . . . . . . . . . 498
The Big Idea North Africa is rich in history and Islamic culture.

SECTION 3: North Africa Today . . . . . . . . . . . . . . . . . . 505
The Big Idea Many people of North Africa are farmers, and oil is an important resource.

Focus on Reading and Writing

Summarizing To better understand what you read, it is sometimes helpful to stop and summarize the information you have read. A summary is a short restatement of important events or main ideas. As you read this chapter, stop now and then to summarize what you have read. See the lesson, Summarizing, on page R21.

Writing a Myth Ancient peoples created stories called myths to explain things about the world. For example, they created myths to explain the seasons and to explain the powers of their gods. As you read this chapter, look for information that might have seemed mysterious to ancient peoples. Later you will write your own myth to explain something about North Africa.
**Geography** Most of North Africa is covered by the world’s largest desert—the Sahara.

**History** Artifacts like this one from King Tutankhamen’s tomb have revealed clues about the daily lives of ancient Egyptians.
Physical Geography

If YOU lived there...
As your airplane flies over Egypt, you look down and see a narrow ribbon of green—the Nile River Valley—with deserts on either side. As you fly along North Africa's Mediterranean coast, you see many towns scattered across rugged mountains and green valleys.

What are the challenges of living in a mainly desert region?

BUILDING BACKGROUND  Even though much of North Africa is covered by rugged mountains and huge areas of deserts, the region is not a bare wasteland. Areas of water include wet, fertile land with date palms and almond trees.

Physical Features
The region of North Africa includes Morocco, Algeria, Tunisia, Libya, and Egypt. From east to west the region stretches from the Atlantic Ocean to the Red Sea. Off the northern coast is the Mediterranean Sea. In the south lies the Sahara (suh-HAR-uh), a vast desert. Both the desert sands and bodies of water have helped shape the cultures of North Africa.

The Nile
The Nile River is the world's longest river. It is formed by the union of two rivers, the Blue Nile and the White Nile. Flowing northward through the eastern Sahara for about 4,000 miles, the Nile finally empties into the Mediterranean Sea.

For centuries, rain far to the south caused floods along the northern Nile, leaving rich silt in surrounding fields. Silt is finely ground fertile soil that is good for growing crops.

The Nile River Valley is like a long oasis in the desert. Farmers use water from the Nile to irrigate their fields. The Nile fans out near the Mediterranean Sea, forming a large delta. A delta
is a landform at the mouth of a river that is created by the deposit of sediment. The sediment in the Nile delta makes the area extremely fertile.

The Aswan High Dam controls flooding along the Nile. However, the dam also traps silt, preventing it from being carried downriver. Today some of Egypt’s farmers must use fertilizers to enrich the soil.

The Sinai and the Suez Canal

East of the Nile is the triangular Sinai Peninsula. Barren, rocky mountains and desert cover the Sinai. Between the Sinai and the rest of Egypt is the Suez Canal. The French built the canal in the 1860s. It is a narrow waterway that connects the Mediterranean Sea with the Red Sea. Large cargo ships carry oil and goods through the canal.
The Sahara
The Sahara, the largest desert in the world, covers most of North Africa. The name Sahara comes from the Arabic word for “desert.” It has an enormous impact on the landscapes of North Africa.

One impact of the very dry Sahara is that few people live there. Small settlements are located near a water source such as an oasis. An oasis is a wet, fertile area in a desert where a natural spring or well provides water.

In addition to broad, windswept gravel plains, sand dunes cover much of the Sahara. Dry streambeds are also common. 

Mountains
Do you think of deserts as flat regions? You may be surprised to learn that the Sahara is far from flat. Some sand dunes and ridges rise as high as 1,000 feet (305 m). The Sahara also has spectacular mountain ranges. For example, a mountain range in southern Algeria rises to a height of 9,800 feet (3,000 m). Another range, the Atlas Mountains on the northwestern side of the Sahara near the Mediterranean coast, rises even higher, to 13,600 feet (4,160 m).

Reading Check Summarizing What are the major physical features of North Africa?

Close-up
A Sahara Oasis
The largest desert in the world, the Sahara, spans almost 4 million square miles across North Africa. From ancient times to today, traders crossing the Sahara have relied on the desert’s oases. These oases provide water and shade.

Date palms thrive on the banks of this natural spring, which provides water to travelers and irrigated fields.

By carrying supplies, camels help the nomadic Tuareg people travel from oasis to oasis.
Climate and Resources

North Africa is very dry. However, rare storms can cause flooding. In some areas these floods as well as high winds have carved bare rock surfaces out of the land.

North Africa has three main climates. A desert climate covers most of the region. Temperatures range from mild to very hot. How hot can it get? Temperatures as high as 136°F (58°C) have been recorded in Libya. However, the humidity is very low. As a result, temperatures can drop quickly after sunset. In winter temperatures can fall below freezing at night.

The second climate type in the region is a Mediterranean climate. Much of the northern coast west of Egypt has this type of climate. Winters there are mild and moist. Summers are hot and dry. Areas between the coast and the Sahara have a steppe climate.

Oil and gas are important resources, particularly for Libya, Algeria, and Egypt. Morocco mines iron ore and minerals used to make fertilizers. The Sahara has natural resources such as coal, oil, and natural gas.

Reading Check

Generalizing

What are North Africa’s major resources?

Summary and Preview

In this section, you learned about the physical geography of North Africa. Next, you will learn about the history and cultures of the countries of North Africa.

Section 1 Assessment

Reviewing Ideas, Terms, and Places

1. a. Define What is an oasis?
   b. Explain Why is the Suez Canal an important waterway?
   c. Elaborate Would it be possible to farm in Egypt if the Nile River did not exist? Explain your answer.
2. a. Recall What is the climate of most of North Africa?
   b. Draw Conclusions What resources of North Africa are the most valuable?

Critical Thinking

3. Categorizing Draw a diagram like the one shown here. Use your notes to list two facts about each physical feature of North Africa.

Focus on Writing

4. Writing About Physical Geography What physical feature will you choose as the subject of your myth? How will you describe this feature? Note your ideas.
You live in a village in ancient Egypt in about 800 BC. Your family grows wheat and date palms along the banks of the Nile River, which brings water for your crops. You and your friends like to explore the marshy areas along the banks of the river, where many kinds of birds live in the tall reeds.

How is the Nile River important in your life?

BUILDING BACKGROUND Some of the world’s earliest civilizations began in river valleys in Asia and Africa. One of these civilizations was the Nile Valley in Egypt. Egypt was called the “gift of the Nile,” because the river’s floods brought rich soil to the valley. The soil built up a fertile delta where the Nile emptied into the sea.

Egypt’s Nile River Valley was home to some of the world’s oldest civilizations. These ancient Egyptians built large monuments, participated in trade, and developed a writing system.
North Africa’s History

Sometime after 3200 BC people along the northern Nile united into one Egyptian kingdom. The ancient Egyptians built large stone monuments and developed a written system. Later Greeks and Arabs, who wanted to expand their empires, invaded North Africa.

The Ancient Egyptians

What is the first thing that comes to mind when we think of the ancient Egyptians? Most of us think of the great stone pyramids. The Egyptians built these huge monuments as tombs, or burial places, for pharaohs, or kings.

How did the Egyptians build these huge monuments? Scholars believe thousands of workers cut large blocks of stone far away and rolled them on logs to the Nile. From there the blocks were moved on barges. At the building site, the Egyptians finished carving the blocks. They built dirt and brick ramps alongside the pyramids. Then they hauled the blocks up the ramps.

One of the largest pyramids, the Great Pyramid, contains 2.3 million blocks of stone. Each stone averages 2.5 tons (2.25 metric tons) in weight. Building the Great Pyramid probably required from 10,000 to 30,000 workers. They finished the job in about 20 years, and the pyramid still stands thousands of years later.

Egyptian Writing

The ancient Egyptians developed a sophisticated writing system, or hieroglyphics (hy-ruh-GLIIH-fiks). This writing system used pictures and symbols that stood for ideas or words. Each symbol represented one or more sounds in the Egyptian language. The Egyptians carved hieroglyphics on their temples and stone monuments. Many of these writings recorded the words and achievements of the pharaohs.

Greek and Arab Civilizations

Because of North Africa’s long Mediterranean coastline, the region was open to invaders over the centuries. Those invaders included people from the eastern Mediterranean, Greeks, and Romans. For example, one invader was the Macedonian king Alexander the Great. Alexander founded the city of Alexandria in Egypt in 332 BC.

Biography

Cleopatra (69–30 BC)

After the death of the Egyptian king Ptolemy XII in 51 BC, his daughter, Cleopatra, and her brother became co-rulers of Egypt. From the age of 17, Cleopatra ruled ancient Egypt for more than 20 years. Her reign was during a period of Egyptian history when Egypt was dominated by Rome. Even though she was of Greek descent, Cleopatra was worshipped by ancient Egyptians. Cleopatra tried to drive out the Romans from Egypt. She feared the Romans would arrest her and take over Egypt. Rather than see them ruling her kingdom, Cleopatra chose to commit suicide. According to tradition, she poisoned herself at the age of 39 with the venom of a deadly snake.

Analyzing

What did Cleopatra fear?
More than 3,300 years ago a 19-year-old named King Tutankhamen ruled ancient Egypt. Since the discovery of Tut’s mummy in 1922, many have wondered how he died. Scientists have used modern technology to help find possible clues to King Tut’s cause of death.

**Mummy Unveiled**
Inside King Tut’s burial chamber, Egyptian archaeologist Zahi Hawass sees the mummy’s face for the first time.

**Analyzing the Mummy**
A CT scanner created detailed images of the mummy’s skeleton and remaining soft tissues. These images showed that Tut broke his left thigh soon before he died, which may have contributed to his death. DNA testing revealed that Tut had suffered from a deformed left foot for most of his life and from diseases such as malaria, a blood disease spread by mosquitoes.

**Tut’s Face Revealed**
Using images from the CT scan, an artist reconstructed the mummy’s face with clay and plastic.

**Analyzing Visuals**
By looking at King Tut’s burial chamber, how can you tell that King Tut was an important person?
Alexandria became an important seaport and trading center. The city was also a great center of learning.

Beginning in the AD 600s, Arab armies from Southwest Asia swept across North Africa. They brought the Arabic language and Islam to the region. Under Muslim rule, North African cities became major centers of learning, trade, and craft making. These cities included Cairo in Egypt and Fès in Morocco.

European Influence
In the 1800s European countries began to take over the region. By 1912 they had authority over all of North Africa. In that year Italy captured Libya. Spain already controlled northern Morocco. France ruled the rest of Morocco as well as Tunisia and Algeria. The British controlled Egypt.

The countries of North Africa gradually gained independence. Egypt gained limited independence in 1922. The British kept military bases there and maintained control of the Suez Canal until 1956. During World War II the region was a major battleground. Libya, Morocco, and Tunisia each won independence in the 1950s.

Algeria was the last North African country to win independence. Many French citizens had moved to the country, and they considered Algeria part of France. Algeria finally won independence in 1962.

Modern North Africa
Since independence, the countries of North Africa have tried to build stronger ties with other Arab countries. Before signing a peace treaty in 1979, Egypt led other Arab countries in several wars against Israel. In 1976 Morocco took over the former Spanish colony of Western Sahara.

Cultures of North Africa
As you have just read, many of the countries of North Africa share a common history. Likewise, the people of North Africa share many aspects of culture—language, religion, foods, holidays, customs, and arts and literature.

People and Language
Egyptians, Berbers, and Bedouins make up nearly all of Egypt’s population. Bedouins are nomadic herders who travel throughout the deserts of Egypt.

Most people in the other countries of North Africa are of mixed Arab and Berber ancestry. The Berbers are an ethnic group who are native to North Africa and speak Berber languages. The majority of North Africans speak Arabic.

Most ethnic Europeans left North Africa after the region’s countries became independent. However, because of the European influence in the region, some North Africans also speak French, Italian, and English.

Religion
Most North Africans are Muslims who practice the religion of Islam. Islam plays a major role in North African life. For example, North African Muslims stop to pray five times a day. In addition, Fridays are special days when Muslims meet in mosques for prayer. About 10 percent of Egyptians are Christians or practice other religions.

Foods
What kinds of food would you eat on a trip to North Africa? Grains, vegetables, fruits, and nuts are common foods.

You would also notice that most meals in North Africa include couscous (koos-koos). This dish is made from wheat and looks like small pellets of pasta.
Couscous is usually steamed over boiling water or soup. Often it is served with vegetables or meat, butter, and olive oil.

Egyptians also enjoy a dish called *fuul*. It is made with fava beans mashed with olive oil, salt, pepper, garlic, and lemons. It is often served with hard-boiled eggs and bread. Many Egyptians eat these foods on holidays and at family gatherings.

**Holidays and Customs**

Important holidays in North Africa include the birthday of Muhammad, the prophet of Islam. This holiday is marked with lights, parades, and special sweets of honey, nuts, and sugar. During the holy month of Ramadan, Muslims abstain from food and drink during the day.

Gathering at cafes is a custom practiced by many men in North Africa. The cafes are a place where they go to play chess or dominoes. Most women in North Africa socialize only in their homes.

A certain way of greeting each other on the street is another North African custom. People greet each other by shaking hands and then touching their hand to their heart. If they are family or friends, they will kiss each other on the cheek. The number of kisses varies from country to country.

Many North Africans wear traditional clothes, which are long and loosely fitted. Such styles are ideal for the region’s hot climate. Many North African women dress according to Muslim tradition. Their clothing covers all of the body except the face and hands.

**The Berbers**

Before the AD 600s when Arabs settled in North Africa, a people called the Berbers lived in the region. The descendants of these ancient peoples live throughout North Africa today—mostly in Morocco and Algeria. Some Berbers are nomadic and live in goat-hair tents. Other Berbers farm crops that include wheat, barley, fruits, and olives. Some also raise cattle, sheep, or goats.

Berber culture is centered on a community made up of different tribes. Once a year, Berber tribes gather at large festivals. At these gatherings Berbers trade goods, and many couples get married in elaborate ceremonies.

**Drawing Conclusions** How have Berbers kept their culture alive?

**The Arts and Literature**

North Africa has a rich and varied tradition in the arts and literature. Traditional arts include wood carving and weaving. The region is famous for beautiful hand-woven carpets. The women who weave these carpets use bright colors to create complex geometric patterns. Beautifully detailed handpainted tilework is also a major art form in the region.

Other arts in Egypt include its growing movie industry. Egyptian films in Arabic have become popular throughout Southwest Asia and North Africa.

Many North Africans also enjoy popular music based on singing and poetry. The musical scale there has many more notes
than are common in Western music. As a result of this difference, North African tunes seem to wail or waver. Musicians in Morocco often use instruments such as the three-stringed sintir.

The region has also produced important writers and artists. For example, Egyptian poetry and other writing date back thousands of years. One of Egypt’s most famous writers is Naguib Mahfouz. In 1988 he became the first Arab writer to win the Nobel Prize for Literature.

**Summary and Preview** In this section you learned about the history and culture of North Africa. Next, you will learn about the region today.

**Section 2 Assessment**

**Reviewing Ideas, Terms, and Places**

1. **Define** What are hieroglyphics?
2. **Make Inferences** What made the city of Alexandria important?
3. **Evaluate** Why do you think European countries wanted to take over countries in North Africa?

**Critical Thinking**

3. **Summarizing** Use your notes to summarize what you learned about the culture of North Africa.

**Focus on Writing**

4. **Choosing Details** Which details about North Africa’s history and culture will you include in your myth? Write a sentence or two about each detail.
Analyzing a Diagram

Learn
Diagrams are drawings that use lines and labels to explain or illustrate something. Pictorial diagrams show an object in simple form, much like it would look if you were viewing it. Cutaway diagrams, like the one of an Egyptian pyramid below, show the “insides” of an object. These diagrams usually have labels that identify important areas of the diagram.

Practice
Analyze the diagram below, and answer the following questions.
1. What type of diagram is this?
2. What labels in the diagram suggest what this pyramid was used for?
3. Of what materials was the pyramid made?

An Egyptian Pyramid

King's burial chamber
Air shaft
Grand gallery
Tunnel

Apply
Draw a cutaway diagram of your school. Label classrooms, hallways, the cafeteria, and other areas. Use your diagram to answer the following questions.
1. How many stories are in your school?
2. Where is the closest exit located from the classroom you are sitting in now?
3. What are some of the materials your school is made of?
North Africa Today

If YOU lived there...
You live in the colorful city of Marrakesh, Morocco. This is the week of carnival, an exotic celebration where you can stroll among the crowds and see storytellers, musicians, and snake charmers. You may stop at a food stall for a snack and a cup of mint tea. But even in an ordinary week, you can explore the markets and see palaces and gardens with fountains.

Why is Marrakesh an exciting place to live?

BUILDING BACKGROUND  Several countries and cultures have influenced modern North Africa. Some countries in North Africa were once colonies of France or Italy. As a result, the region is still linked with events in Europe.

Egypt
With a population of more than 83 million, Egypt is North Africa’s most populous country. Egypt’s government faces many challenges today. Most Egyptians are poor farmers because Egypt has limited resources and jobs.

Government and Society
Even though Egypt is a republic, its government is heavily influenced by Islamic law. Egypt’s government has a constitution and Egyptians elect their government officials. Power is shared between Egypt’s president and the prime minister.

Many Egyptians debate over the role of Islam in the country. Some Egyptian Muslims believe Egypt’s government, laws, and society should be based on Islamic law. However, some Egyptians worry that such a change in government would mean fewer personal freedoms.

Egyptians are divided over their country’s role in the world. Some Egyptians want their government to remain a leader among Arab countries. However, others want their government to focus more on improving their daily life.

What You Will Learn...

Main Ideas
1. Many of Egypt’s people are farmers and live along the Nile River.
2. People in the other countries of North Africa are mostly pastoral nomads or farmers, and oil is an important resource in the region.

The Big Idea
Many people of North Africa are farmers, and oil is an important resource.

Key Terms and Places
Cairo, p. 507
Maghreb, p. 508
souks, p. 509
free port, p. 509
dictator, p. 509

Use the graphic organizer online to take notes on the governments, economies, and cities in Egypt and the other countries of North Africa.
Some supporters of an Islamic government have turned to violence to advance their cause. Attacks on tourists by members of a radical Islamic group in the 1990s and 2000s were particularly worrisome. A loss of tourism would severely hurt Egypt’s economy.

Many Egyptians live in severe poverty. Many do not have clean water for cooking or washing. The spread of disease in crowded cities is also a problem. In addition, about 30 percent of Egyptians cannot read and write. Still, Egypt’s government has made progress. Today Egyptians live longer and are much healthier than they were 50 years ago.

**Resources and Economy**

Egypt is challenged by its limited resources. For example, the country’s only farmland is located in the Nile River Valley and Delta. To keep the land productive, farmers must use more and more fertilizer. In addition, salt water drifting up the Nile from the Mediterranean has brought salts to the surface that are harmful to crops. These problems and a rapidly growing population have forced Egypt to import much of its food.

About 32 percent of Egyptians are farmers, but less than 3 percent of the land is used for farming. Most farming is located
along the Nile Delta, which is extremely fertile. A warm, sunny climate and water for irrigation make the delta ideal for growing cotton. Farmlands along the Nile River are used for growing vegetables, grain, and fruit.

The Suez Canal is an important part of Egypt’s economy. The canal makes about $5 billion a year by requiring tolls from ships that pass through the canal. Thousands of ships use the canal each year to avoid making long trips around Southern Africa. This heavy traffic makes the canal one of the world’s busiest waterways.

Egypt’s economy depends mostly on agriculture, petroleum exports, and tourism. To provide for its growing population, Egypt is working to expand its industries. Recently, the government has invested in the country’s communications and natural gas industries.

Many Egyptians also depend on money sent home by family members working in other countries. Some Egyptians work in other countries because there are not enough jobs in Egypt. Many Egyptians work in Europe or oil-rich countries in Southwest Asia.

Cities and Rural Life
Most North Africans live in cities along the Mediterranean coast or in villages in the foothills of the Atlas Mountains. Although, in Egypt 99 percent of the population lives in the Nile Valley and Delta. Egypt’s capital, Cairo, is located in the Nile Delta.

With almost 12 million people, Cairo is the largest urban area in North Africa. The city is crowded, poor, and polluted. Cairo continues to grow as people move into the city from Egypt’s rural areas in search of work. For centuries, Cairo’s location at the southern end of the Nile Delta helped the city grow. The city also lies along old trading routes.

Today the landscape of Cairo is a mixture of modern buildings, historic mosques, and small, mud-brick houses. However, there is not enough housing in Cairo for its growing population. Many people live in makeshift housing in the slums or boats along the Nile. Communities have even developed in cemeteries, where people convert tombs into bedrooms and kitchens.
Other Countries of North Africa

Western Libya, Tunisia, Algeria, and Morocco are often called the Maghreb (MUH-gruhb). This Arabic word means “west” or “the direction of the setting sun.” Since most of the Maghreb is covered by the Sahara, cities and farmland are located in narrow bands along the coast.

Government and Economy

A major challenge in North Africa is the conflict over the role of Islam in society. For example, in Algeria some groups want a government based on Islamic principles and laws. In 1992 the government canceled elections that many believed would be won by Islamic groups.
Cities

Many North African cities have large marketplaces, or souks. The souks are located in the old district of a city called the Casbah. These souks sell various goods such as spices, carpets, and copper teapots. The Casbah in Algeria’s capital, Algiers, is a maze of winding alleys and tall walls.

Libya and Tunisia’s cities and most of its population are found in the coastal areas. Libya is the most urbanized country in the region. About 77 percent of Libya’s roughly 6 million people live in cities. The largest cities are Benghazi and the capital, Tripoli. Tunisia’s capital and largest city, Tunis, lies on the Mediterranean coast.

Morocco’s largest city, Casablanca, has about 3.2 million people. Another Moroccan city, Tangier, overlooks the Strait of Gibraltar. This beautiful city was once a Spanish territory. Today tourists can take a quick ferry ride from Spain across the strait to Tangier, a free port. A free port is a city in which almost no taxes are placed on goods sold there.

The Countries Today

In addition to sharing similar economies, the countries of North Africa also share similar challenges. Some countries are dealing with violence, while others are strengthening their trading relationships with the United States and Europe.

Libya Since 1969 Libya has been ruled by a dictator, General Mu’ammar al-Gadhafi. A dictator is someone who rules a country with complete power. Gadhafi has supported acts of violence against Israel and its neighbors. As a result, many countries limited their economic relationship with Libya. However, Libya’s relations with the West have recently improved after the Libyan government spoke out against terrorism and gave up many weapons programs.
Algiers, Algeria
Algeria’s capital and major port, Algiers, sits on the Mediterranean Sea.

**Algeria** Violence between Algeria’s government and some Islamic groups claimed thousands of lives in the 1990s. Today, Algeria is trying to recover from the violence and strengthen the country’s economy with exports to Europe.

**Tunisia** Tunisia’s government has granted Tunisian women more rights than women in any other North African country. Tunisia has close economic relationships with European countries. Today about two-thirds of Tunisia’s imported goods are from European Union countries.

**Morocco** Morocco is the only North African country with little oil. Today, the country is an important producer and exporter of fertilizer.

**Reading Check** Summarizing What are some of the challenges these countries face?

**Summary and Preview** In this section you learned about North Africa today. In the next chapter you will learn about the region of West Africa.

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**Section 3 Assessment**

**Reviewing Ideas, Terms, and Places**

1. a. Define What is a **souk**?
   b. Draw Conclusions Why is housing scarce in Cairo?
   c. Predict In what ways do you think Egypt’s government can help solve the country’s poverty?

2. a. Recall What countries in North Africa make up the Maghreb?
   b. Compare and Contrast How is Libya similar to and different from Morocco?
   c. Evaluate How do you think the countries of North Africa can improve their economies?

**Critical Thinking**

3. Comparing Use your notes to compare Egypt with the other countries of North Africa.

**Focus on Writing**

4. Taking Notes on North Africa Are there any characteristics of North Africa today that you might feature in your myth? Write down your ideas.
Visual Summary
Use the visual summary below to help you review the main ideas of the chapter.

The Sahara is a major physical feature of North Africa.
One of the world's earliest civilizations thrived on the Nile River in ancient Egypt.
Most major cities in North Africa are located on the Mediterranean Sea.

Reviewing Vocabulary, Terms, and Places
Unscramble each group of letters below to spell a term or place that matches the given definition.

1. sasoi—wet, fertile area in a desert where a spring or well provides water
2. ashraa—the largest desert in the world that covers most of North Africa
3. ipmtac—effect, result
4. enli virer—the world's longest river that empties into the Mediterranean Sea in Egypt
5. oicar—a city founded more than 1,000 years ago on the Nile and is the capital of Egypt today
6. uahtroyti—power; right to rule
7. tidrotca—someone who rules a country with complete power
8. ksuos—marketplaces
9. efer tpro—a city in which almost no taxes are placed on goods sold there

Comprehension and Critical Thinking

SECTION 1 (Pages 494–497)
10. a. Describe What is the Nile River Valley like? Describe the river and the landscape.
   b. Draw Conclusions How important are oases to people traveling through the Sahara?

SECTION 2 (Pages 498–503)
11. a. Recall What types of monuments did the ancient Egyptians build?
   b. Make Inferences Why did European countries want to control most of North Africa?
   c. Elaborate Why do you think some groups living in North Africa are nomadic people?
SECTION 3 (Pages 505–510)

12. a. Define What is the Maghreb? What physical feature covers this region?
   
b. Contrast How does Egypt’s economy differ from the economies of the other countries of North Africa?
   
c. Predict In what ways do you think Egypt could improve the lives of its people, who are mostly poor? Explain your answer.

Using the Internet

13. Activity: Exploring the Sahara The Sahara is the largest desert in the world and is covered by great seas of sand dunes. One of the most inhospitable, hostile places on Earth, few people live in the Sahara, and few people even travel through it. Through the online book, take a journey through the Sahara. See pictures of the Sahara and learn more about its history and geography. Imagine what it would be like to cross the desert. Then create a PowerPoint presentation or a visual display that summarizes your adventures across the great Sahara.

Social Studies Skills

Analyzing a Diagram Use the diagram of an Egyptian pyramid on this chapter’s Social Studies Skills page to answer the following questions.

14. From looking at the title of the diagram, who built this pyramid?
15. How did the pyramid builders get to the king’s burial chamber?
16. In what kind of climate is the pyramid located?

Map Activity

17. North Africa On a separate sheet of paper, match the letters on the map with their correct labels.

<table>
<thead>
<tr>
<th>Nile River</th>
<th>Tripoli</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlas Mountains</td>
<td>Strait of Gibraltar</td>
</tr>
<tr>
<td>Cairo</td>
<td></td>
</tr>
</tbody>
</table>

18. Summarizing Re-read the paragraphs under Physical Features in Section 1. Create a short summary of each paragraph, then combine these paragraph summaries into a summary of the whole passage.

19. Writing a Myth Choose one physical feature of North Africa to be the subject of your myth. Then write two to three paragraphs describing the characteristics of the physical feature and how you think ancient peoples would find it mysterious. Use your imagination! For example, your myth might explain why it rarely rains in the Sahara or why the Nile flows north to the Mediterranean Sea.
DIRECTIONS: Read questions 1 through 7 and write the letter of the best response. Question 8 will require a brief essay.

1. What physical feature covers most of North Africa?
   A. the Nile
   B. the Sahara
   C. Sinai Peninsula
   D. Atlas Mountains

2. The Nile flows through Egypt and empties into the
   A. Red Sea.
   B. Atlantic Ocean.
   C. Mediterranean Sea.
   D. Sahara.

3. The ancient Egyptians built pyramids to bury their
   A. relatives.
   B. pharaohs.
   C. pets.
   D. valuable goods.

4. What language do the majority of North Africans speak?
   A. English
   B. French
   C. Italian
   D. Arabic

5. Most North Africans are
   A. Christians.
   B. Buddhists.
   C. Muslims.
   D. Hindus.

6. Use the map to answer the following question. Ancient Egyptian civilization thrived in North Africa at the location marked on the map by the letter
   A. W.
   B. Z.
   C. X.
   D. Y.

7. What do ships use to avoid sailing around Southern Africa?
   A. the Nile
   B. the Suez Canal
   C. the Aswan High Dam
   D. the Strait of Gibraltar

8. Extended Response Look at the physical map in Section 1. Write a short essay describing the physical features of North Africa. Explain why people live only in certain areas of the region.
CHAPTER 21
West Africa

Essential Question How is West Africa shaped by its diverse climates and people?

What You Will Learn...
In this chapter you will learn about the 17 countries of West Africa. First, you will learn about the dry plains and major rivers in the region. Then you will learn about West Africa's history and culture as well as what the countries in the region are like today.

SECTION 1: Physical Geography ................. 516
The Big Idea West Africa, which is mostly a region of plains, has climates ranging from arid to tropical and has important resources.

SECTION 2: History and Culture ................. 520
The Big Idea Powerful early kingdoms, European slave trade and colonization, and traditions from a mix of ethnic groups have all influenced West African culture.

SECTION 3: West Africa Today ................. 526
The Big Idea Many countries in West Africa struggle with poor economies and political instability.

Focus on Reading and Speaking
Understanding Comparison-Contrast Comparing and contrasting, or looking for similarities and differences, can help you more fully understand the subject you are studying. As you read, look for ways to compare and contrast the information in your text. See lesson, Understanding Comparison-Contrast, on page R22.

Giving an Oral Description Storytelling is an important part of West Africa's history and culture. Storytellers pass along information to the community about events, places, and people. As you read this chapter, imagine that you are a storyteller. You are going to pass on some information about a person who lives, or has lived, in this region.

History People such as the Dogon cliff dwellers have been living in Mali for hundreds of years.
Regions  Seventeen countries make up the region known as West Africa.

1. **Use the Map** Which countries in this region are landlocked?

2. **Interpret** What do you notice about the location of most of the capital cities in this region? What is the significance of their locations?

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

Geography  Many of West Africa’s main cities, such as Dakar, Senegal, are located on the coast.
**What You Will Learn…**

1. West Africa’s key physical features include plains and the Niger River.
2. West Africa has distinct climate and vegetation zones that go from arid in the north to tropical in the south.
3. West Africa has good agricultural and mineral resources that may one day help the economies in the region.

**Main Ideas**

**The Big Idea**

West Africa, which is mostly a region of plains, has climates ranging from arid to tropical and has important resources.

**Key Terms and Places**

- Niger River, p. 517
- zonal, p. 518
- Sahel, p. 518
- desertification, p. 518
- savanna, p. 518

Use the graphic organizer online to take notes on the physical geography of West Africa.

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**Physical Geography**

**If YOU lived there…**

Your family grows crops on the banks of the Niger River. Last year, your father let you go with him to sell the crops in a city down the river. This year you get to go with him again. As you paddle your boat, everything looks the same as last year—until suddenly the river appears to grow! It looks as big as the sea, and there are many islands all around. The river wasn’t like this last year.

**What do you think caused the change in the river?**

**Building Background**

The Niger River is one of West Africa’s most important physical features. It brings precious water to the region’s dry plains. Much of the interior of West Africa experiences desertlike conditions, but the region’s rivers and lakes help to support life there.

**Physical Features**

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

**Plains and Highlands**

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

West Africa’s plains are vast, interrupted only by a few highland areas. One area in the southwest has plateaus and cliffs. People have built houses directly into the sides of these cliffs for many hundreds of years. The region’s only high mountains are the Tibesti Mountains in the northeast.
The Niger River
As you can see on the map below, many rivers flow across West Africa’s plains. The most important river is the Niger (NY-juh). The Niger River starts in some low mountains not too far from the Atlantic Ocean. From there, it flows 2,600 miles (4,185 km) into the interior of the region before emptying into the Gulf of Guinea.

The Niger brings life-giving water to West Africa. Many people farm along its banks or fish in its waters. It is also an important transportation route, especially during the rainy season. At that time, the river floods and water flows smoothly over its rapids.

Part of the way along its route the river divides into a network of channels, swamps, and lakes. This watery network is called the inland delta. Although it looks much like the delta where a river flows into the sea, this one is actually hundreds of miles from the coast in Mali.

**READING CHECK** Summarizing Why is the Niger River important to West Africa?

1. Identify What is the longest river in West Africa?
2. Make Inferences How do you think the rivers affect life in West Africa?
Climate and Vegetation

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

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

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

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

To the south of the Sahel is a savanna zone. A **savanna** is an area of tall grasses and scattered trees and shrubs. When rains fall regularly, farmers can do well in this region of West Africa.

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

**READING CHECK**  
**Categorizing** What are the region’s four climate zones?
Resources

West Africa has a variety of resources. These resources include agricultural products, oil, and minerals.

The climate in parts of West Africa is good for agriculture. For example, Ghana is the world’s leading producer of cacao, which is used to make chocolate. Coffee, coconuts, and peanuts are also among the region’s main exports.

Oil, which is found off the coast of Nigeria, is the region’s most valuable resource. Nigeria is a major exporter of oil. West Africa also has mineral riches, such as diamonds, gold, iron ore, and bauxite. Bauxite is the main source of aluminum.

**Reading Check** Summarizing What are some of the region’s resources?

**Summary and Preview** West Africa is mostly covered with plains. Across these plains stretch four different climate zones, most of which are dry. In spite of the harsh climate, West Africa has some valuable resources. Next, you will learn about West Africa’s history and culture.

Section 1 Assessment

**Reviewing Ideas, Terms, and Places**

1. a. Describe What is the inland delta on the Niger River like?
   b. Summarize What is the physical geography of West Africa like?
   c. Elaborate Why do you think most of West Africa’s cities are located on the coastal plain?

2. a. Recall Why do geographers say West Africa’s climates are zonal?
   b. Compare and Contrast What is one similarity and one difference between the Sahel and the savanna?
   c. Evaluate How do you think desertification affects people’s lives in West Africa?

3. a. Identify What is the most valuable resource in West Africa?
   b. Make Inferences Where do you think most of the crops in West Africa are grown?

**Critical Thinking**

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

   ![Causes to Desertification to Effects]

**Focus on Speaking**

5. **Describing the Physical Geography** The person you will describe will live or have lived in this region. How might the physical geography have affected his or her life?
What You Will Learn...

When you were a small child, your family moved to Lagos, the largest city in Nigeria. You live in a city apartment now, but you still visit your aunts and uncles and cousins in your home village. There are more types of activities in the city, but you also remember that it was fun to have all your family members around.

Do you want to stay in the city or move back to your village? Why?

Building Background

West African societies are changing as people like this family move to cities where they meet people whose habits and language are strange to them. West Africa has been home to many different ethnic groups throughout its history.

History

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

Key Terms and Places

Timbuktu, p. 521
animism, p. 522
extended family, p. 523

If YOU lived there...

1. In West Africa's history, trade made great kingdoms rich, but this greatness declined as Europeans began to control trade routes.
2. The culture of West Africa includes many different ethnic groups, languages, religions, and housing styles.

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

Use the graphic organizer online to take notes on West Africa's history and culture.
Great Kingdoms
Ancient artifacts suggest that early trading centers developed into great kingdoms in West Africa. One of the earliest kingdoms was Ghana (GAH-nuh). By controlling the Sahara trade in gold and salt, Ghana became rich and powerful by about 800.

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

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

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

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

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

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

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

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

Reading Check
Summarizing What impact did Europeans have on West Africa?
Culture
West African societies are very diverse. Their culture reflects three main influences—traditional African cultures, European culture, and Islam.

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

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

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

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

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

Clothing, Families, and Homes
West Africans wear a mix of traditional and modern clothing styles. Some West Africans, particularly in the cities, wear Western-style clothing. Traditional robes, pants, blouses, and skirts are made from colorful cotton fabrics. Women often wear beautiful wrapped headdresses. Because of the warm climate, most clothing is loose.
Rural homes are small and simple. Many homes in the Sahel and savanna zones are circular. Straw or tin roofs sit atop mud, mud-brick, or straw huts. Large extended families often live close together in the same village. An extended family includes the father, mother, children, and close relatives in one household.

In urban areas also, members of an extended family may all live together. However, in West Africa’s cities you will find modern buildings. People may live in houses or high-rise apartments.

**READING CHECK** Generalizing What are some features of West African culture?

**SUMMARY AND PREVIEW** Great kingdoms and European colonists once ruled West Africa. These historical influences still affect West Africa’s diverse cultures. Next, you will learn about the countries of West Africa today.

**Section 2 Assessment**

**Reviewing Ideas, Terms, and Places**

1. **Identify** What was the significance of Timbuktu?
   - **Explain** How did the slave trade affect West Africa?
   - **Evaluate** Do you think West Africans mostly appreciated or disliked the European colonizers? Explain your answer.

2. **Recall** What do people who believe in animism think about natural objects?
   - **Analyze** How did European colonizers affect tension between ethnic groups?

**Critical Thinking**

3. **Sequencing** Look over your notes on the history of West Africa. Then, using a diagram like the one here, put major events in chronological order.

4. **Describing History and Culture** What details about West Africa’s history might affect the daily life of someone in the area? Many aspects of culture in the region would affect someone in West Africa. What religion would this person practice? How would he or she dress? List some ideas for your description.
Between 1500 and 1870, British, French, Dutch, Portuguese, and Spanish traders sent millions of enslaved Africans to colonies in the Americas. The highest number of slaves went to British and French colonies in the West Indies. The climate in the colonies was good for growing crops like cotton, tobacco, and sugarcane. These crops required a great deal of labor to grow and process. The colonists relied on enslaved Africans to meet this demand for labor.

**The Americas** Most Africans were brought to the Americas to work on plantations. This painting from 1823 shows slaves cutting sugarcane on a plantation in the West Indies.
**West Africa** Africans were captured in the interior and then brought to forts like this one on the coast. The slave forts held the Africans until a ship arrived to take them to the Americas.

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**Kidnapped and Taken to a Slave Ship**

Mahommah G. Baquaqua was captured and sold into slavery as a young man. In this 1854 account, he recalls being taken to the African coast to board a slave ship.

“I was taken down to the river and placed on board a boat; the river was very large and branched off in two different directions, previous to emptying itself into the sea . . . We were two nights and one day on this river, when we came to a . . . place . . . [where] the slaves were all put into a pen, and placed with our backs to the fire . . . When all were ready to go aboard, we were chained together, and tied with ropes round about our necks, and were thus drawn down to the sea shore.”

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Slave forts began as trading posts. They were built near river mouths to provide easy access to both the sea and inland areas.

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**INTERPRETING MAPS**

1. **Location** Why were slave forts located where they were?
2. **Human-Environment Interaction** What geographic factors influenced the development of the Atlantic slave trade?
What You Will Learn…

Main Ideas

1. Nigeria has many different ethnic groups, an oil-based economy, and one of the world’s largest cities.
2. Most coastal countries of West Africa have struggling economies and weak or unstable governments.
3. Lack of resources in the Sahel countries is a main challenge to economic development.

BUILDING BACKGROUND The countries of West Africa are very different from one another. Some, such as Niger, have poor soils, little rain, and few resources. Others, such as Nigeria, have good natural resources. None of these countries is wealthy, however.

The Big Idea

Many countries in West Africa struggle with poor economies and political instability.

Key Terms and Places

secede, p. 526
Lagos, p. 527
famine, p. 529

If YOU lived there...

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

How does this environment affect your life and your future?

Nigeria

Nigeria is the second largest country in West Africa. With almost 150 million people, it has Africa’s largest population, its second largest city, and one of the strongest economies.

People and Government

Like many other former colonies, Nigeria has many different ethnic groups within its borders. Conflicts have often taken place among those ethnic groups. In the 1960s one conflict became so serious that one ethnic group, the Igbo, tried to secede from Nigeria. To secede means to break away from the main country. This action led to a bloody civil war, which the Igbo eventually lost.

Ethnic and regional conflicts have continued to be an issue in Nigeria. Avoiding conflict was important in choosing a site for a new capital in the 1990s. Leaders chose Abuja (ah-BOO-jah) because it was centrally located in an area of low population density. A low population density meant that there would be fewer people to cause conflicts. Nigeria’s government is now a democracy after years of military rule.

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Economy

Nigeria has some of Africa’s richest natural resources. Major oil fields, the country’s most important resource, are located in the Niger River delta and just off the coast. Oil accounts for about 95 percent of the country’s export earnings. Income from oil exports has allowed Nigeria to build good roads and railroads for transporting oil. The oil industry is centered around Lagos (LAY-gahs). Also the former capital, Lagos is the most populous city in West Africa.

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

**Reading Check** Drawing Inferences What are some obstacles to progress in Nigeria?

Other Coastal Countries

Several West African countries lie along the Atlantic Ocean and the Gulf of Guinea. Many of these countries have struggling economies and unstable governments.

**Senegal and Gambia**

Senegal wraps around Gambia. The odd border was created by French and British diplomats during the colonial era. Senegal is larger and richer than Gambia, but the two countries do have many similarities. For example, peanuts are their major crops. Also, tourism is becoming more important in both countries.
Many people in Senegal and Gambia speak a language called Wolof (WOH-lawf). Griots (GREE-ohz), or storytellers, are important to the Wolof speakers there and to other West Africans.

**Guinea, Guinea-Bissau, and Cape Verde**

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

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

**Liberia and Sierra Leone**

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

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

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

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**West Africa: Land Use and Resources**

1. **Use the Map**
   - What is the most common type of land use along the Niger River?

2. **Make Inferences**
   - Why is there little economic activity in the north?
Sahel Countries

The Sahel region of West Africa includes some of the poorest and least developed countries in the world. Drought and the expanding desert make feeding the people in these countries difficult.

Mauritania, Niger, and Chad

Most Mauritanians were once nomadic herders. Today the expanding Sahara has driven more than half of the nomads into cities. People in these cities, as well as the rest of the country, are very poor. Only in the far south, near the Senegal River, can people farm. Near the Atlantic Ocean, people fish for a living. Corrupt governments and ethnic tensions between blacks and Arabs add to Mauritania’s troubles.

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

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

Chad has more land for farming than Mauritania or Niger, and conditions there are somewhat better than in the other two countries. In addition to farming, Lake Chad once had a healthy fishing industry and supplied water to several countries. However, drought has evaporated much of the lake’s water in the past several years.

Togo and Benin

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

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

Reading Check  Generalizing What are the economies of the coastal countries like?

Academic Vocabulary

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

**Mali and Burkina Faso**

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

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

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

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

**Summary and Preview** Countries in West Africa struggle with poor economies. In addition, many have faced political instability since independence. In the next chapter, you will learn about how the countries in East Africa face some similar issues.

### Section 3 Assessment

#### Reviewing Ideas, Terms, and Places

1. **a. Recall** Why did the Igbo try to secede?
   **b. Evaluate** What do you think were some benefits and drawbacks to Nigeria’s leaders moving the capital from Lagos to Abuja?

2. **a. Identify** What is West Africa’s only island country?
   **b. Compare** What are some similarities between Togo and Benin?
   **c. Elaborate** Why do you think countries with poor economies often have unstable governments?

3. **a. Describe** What caused famine in Niger?
   **b. Evaluate** What do you think is the biggest problem facing the Sahel countries? Explain.

### Critical Thinking

4. **Compare and Contrast** Review your notes on the coastal countries and the Sahel countries. Then use a diagram like the one here to compare and contrast the two regions.

![Diagram of Coastal and Sahel regions]

5. **Describing Countries of West Africa** Think about the countries of West Africa. Which one might be a good location for the person you are going to describe? Take some notes about that place.
In this excerpt from Aké: The Years of Childhood, Nigerian-born Wole Soyinka describes some traders who came to his childhood home in Aké. As a young boy, he was fascinated with the appearance of the exotic goods.

It was a strange procedure, one which made little sense to me. They spread their wares in front of the house and I had to be prised off them. There were brass figures, horses, camels, trays, bowls, ornaments. Human figures spun on a podium, balanced by weights at the end of curved light metal rods. We spun them round and round, yet they never fell off their narrow perch. The smell of fresh leather filled the house as pouffs, handbags, slippers and worked scabbards were unpacked. There were bottles encased in leather, with leather stoppers, scrolls, glass beads, bottles of scent with exotic names—I never forgot, from the first moment I read it on the label—Bint el Sudan, with its picture of a turbanned warrior by a kneeling camel. A veiled maiden offered him a bowl of fruits. They looked unlike anything in the orchard and Essay said they were called dates. I did not believe him; dates were figures which appeared on a calendar on the wall, so I took it as one of his jokes.

1. Drawing Inferences The author describes many unusual things. What descriptions or comments lead you to believe that the trader traveled to Aké from far away?

2. Analyzing Think about the way the author described the goods. What senses did the author use as a child to discover the goods the traders brought?

Connecting Literature to Geography

1. Merchants from North Africa sometimes traded brass objects in West Africa.

2. Essay is the author’s father.
Analyzing a Precipitation Map

**Learn**
A precipitation map shows how much rain or snow typically falls in a certain area over a year. Studying a precipitation map can help you understand a region’s climate.

To read a precipitation map, first look at the legend to see what the different colors mean. Compare the legend to the map to see how much precipitation different areas get.

**Practice**
Use the map on this page to answer the following questions.

1. What countries have areas that get over 80 inches of rain every year?
2. In what part of the region does the least amount of rain fall?
3. What do you think vegetation is like in the north? in the south?
4. Compare this map to the climate map in Section 1. How are the two maps similar?

**Apply**
Using an atlas or the Internet, find a precipitation map of the United States. Use that map to answer the following questions.

1. What area of the country gets the most precipitation?
2. What area of the country gets the least precipitation?
3. How much annual precipitation does Hawaii get?
Reviewing Vocabulary, Terms, and Places

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

1. West Africa’s climate is described as savanna because it is organized by zone. **T**
2. Animism, a belief that natural objects have spirits, is a traditional religion in West Africa. **T**
3. An extended family is one that includes a mother, father, children, and close relatives in one household. **T**
4. International aid agencies have tried to distribute food in Niger. **T**
5. Timbuktu is the largest city in Nigeria. **F**
6. The Niger River flows through many countries in West Africa and empties into the Gulf of Guinea. **T**
7. The spread of desertlike conditions is famine. **T**
8. Some animals can graze in the Sahel. **T**

Comprehension and Critical Thinking

SECTION 1 (Pages 516–519)

9. a. **Identify** What are the four climate zones of West Africa?
   b. **Make Inferences** What are some problems caused by desertification?
   c. **Elaborate** West Africa has valuable resources such as gold and diamonds. Why do you think these resources have not made West Africa a rich region?

SECTION 2 (Pages 520–523)

10. a. **Recall** What religion do most people in the Sahel practice?
    b. **Analyze** What role did trade play in the early West African kingdoms and later in West Africa’s history?
    c. **Elaborate** What might be some advantages of living with an extended family?
SECTION 3 (Pages 526–530)

11. a. **Identify** Which country in West Africa has an economy based nearly entirely on oil?

   b. **Compare and Contrast** What is one similarity and one difference between the cause of civil war in Nigeria and its cause in Liberia?

   c. **Predict** How might the recent discovery of oil in Chad affect that country in the future?

**Using the Internet**

12. **Activity: Creating a Postcard** Come and learn about the mighty baobab tree. This unique tree looks as if it has been plucked from the ground and turned upside down. These trees are known not only for their unique look but also for their great size. Some are so big that a chain of 30 people is needed to surround one tree trunk! Through the online book, visit Web sites about baobab trees in West Africa. Then create a postcard about this strange wonder of nature.

**Map Activity**

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

   - Niger River
   - Senegal River
   - Lagos, Nigeria
   - Mali
   - Gulf of Guinea

**Social Studies Skills**

**Analyzing a Precipitation Map** Use the precipitation map in the Social Studies Skills lesson to answer the following questions.

14. What countries have areas that receive under 10 inches of rain every year?

15. Where in West Africa does the most rain typically fall?

16. How would you describe annual precipitation in Chad?

17. How would you describe annual precipitation in Benin?

**Focus on Reading and Speaking**

**Understanding Comparison-Contrast** Look over your notes or re-read Section 1. Use the information on climate and vegetation to answer the following questions.

18. How are the Sahara and the Sahel similar?

19. How are the Sahara and the Sahel different?

20. Compare the Sahel and the savanna zone. How are they similar?

21. Contrast the savanna region and the humid tropical region along the coast. How are these areas different?

22. **Giving an Oral Description** Read over your notes. Then prepare a brief oral presentation about a day in the life of someone from West Africa. Tell about the land, climate, and vegetation. Describe the culture, including family life. Tell what this person does for a living. Practice your presentation several times before you give it so you can make frequent eye contact with your audience. During your presentation, remember to speak loudly and clearly. Use good descriptive language to interest your audience in your topic.
DIRECTIONS: Read questions 1 through 6 and write the letter of the best response. Then read question 7 and write your own well-constructed response.

1. The climate zone just south of the Sahara is called the
   A. desert.
   B. savanna.
   C. Sahel.
   D. tropical forest.

2. Which West African country was named for an ancient kingdom in the region?
   A. Liberia
   B. Nigeria
   C. Chad
   D. Ghana

3. Which of the following statements about the slave trade is false?
   A. European slave traders built schools and railroads in West Africa.
   B. European slave traders profited from it.
   C. It broke up families in West Africa.
   D. Enslaved Africans were sent to the Americas to meet the increased demand for labor there.

4. Which country in West Africa has an economy based on oil?
   A. Niger
   B. Nigeria
   C. Mauritania
   D. Mali

5. Which country has one of the most stable democratic governments in Africa?
   A. Nigeria
   B. Liberia
   C. Cape Verde
   D. Sierra Leone

6. Based on the map above, which of the following sentences is true?
   A. West Africa has only one city with a population over 2 million.
   B. West Africa’s highest population density is in the Sahel countries.
   C. Most of the region’s population is in the south.
   D. The region around Dakar has a population density of over 520 people per square mile.

7. Extended Response  Compare the map above to the climate map in Section 1. Then write a brief essay explaining factors that affect human settlement in West Africa. One paragraph should explain how the two maps are related. Another paragraph should describe physical factors that influence settlement.
CHAPTER 22

East Africa

Essential Question
What challenges and conflicts does East Africa face today?

What You Will Learn...

In this chapter you will learn about the physical geography of East Africa. You will also learn about the region’s rich history and culture. Finally, you will study the countries of East Africa today.

SECTION 1: Physical Geography ....................... 538

The Big Idea East Africa is a region of diverse physical features, climates, and vegetation.

SECTION 2: History and Culture ....................... 542

The Big Idea East Africa is a region with a rich history and diverse cultures.

SECTION 3: East Africa Today ....................... 546

The Big Idea East Africa has abundant national parks, but most of the region’s countries are poor and recovering from conflicts.

Focus on Reading and Writing

Identifying Supporting Details Supporting details are the facts and examples that provide information to support the main ideas of a chapter, section, or paragraph. At the beginning of each section in this book, there is a list of main ideas. As you read this chapter, look for the details that support each section’s main ideas. See the lesson, Identifying Supporting Details, on page R23.

Writing a Letter Home Imagine that you are spending your summer vacation visiting the countries of East Africa. You want to write a letter home to a friend in the United States describing the land and its people. As you read this chapter, you will gather information that you can include in your letter.

History This gold artifact is from the early Nubian civilization of northern Sudan.
East Africa: Political

Place  East Africa is located on the Red Sea and the Indian Ocean.
1. Locate  What is the capital of Ethiopia?
2. Analyze  How do you think the economies of the landlocked countries in East Africa are affected by their location?

Culture  Masai women of East Africa wear colorful jewelry and traditional clothing.

Geography  The plains surrounding Mount Kilimanjaro are rich in wildlife. Millions of tourists come to visit this part of East Africa each year.
**Physical Geography**

**If YOU lived there...**

You and your friends are planning to hike up Mount Kilimanjaro, near the equator in Tanzania. It is hot in your camp at the base of the mountain. You’re wearing shorts and a T-shirt, but your guide tells you to pack a fleece jacket and jeans. You start your climb, and soon you understand this advice. The air is much colder, and there’s snow on the nearby peaks.

Why is it cold at the top of the mountain?

**BUILDING BACKGROUND**

The landscapes of East Africa have been shaped by powerful forces. The movement of tectonic plates has stretched the Earth’s surface here, creating steep-sided valleys and huge lakes.

**Physical Features**

East Africa is a region of spectacular landscapes and wildlife. Vast plains and plateaus stretch throughout the region. In the north lie huge deserts and dry grasslands. In the southwest, large lakes dot the plateaus. In the east, sandy beaches and colorful coral reefs run along the coast.

**The Rift Valleys**

Look at the map on the next page. As you can see, East Africa’s rift valleys cut from north to south across the region. Rift valleys are places on Earth’s surface where the crust stretches until it breaks. Rift valleys form when Earth’s tectonic plates move away from each other. This movement causes the land to arch and split along the rift valleys. As the land splits open, volcanoes erupt and deposit layers of rock in the region.

Seen from the air, the Great Rift Valley looks like a giant scar. The Great Rift Valley is the largest rift on Earth and is made up of two rifts—the eastern rift and the western rift.
The rift walls are usually a series of steep cliffs. These cliffs rise as much as 6,000 feet (2,000 m).

**Mountains and Highlands**

The landscape of East Africa has many high volcanic mountains. The highest mountain in Africa, *Mount Kilimanjaro* (ki-luh-muhn-JAHR-oh), rises to 19,340 feet (5,895 m). Despite Kilimanjaro’s location near the equator, the mountain’s peak has long been covered in snow. This much colder climate is caused by Kilimanjaro’s high elevation.

Other areas of high elevation in East Africa include the Ethiopian Highlands. These highlands, which lie mostly in Ethiopia, are very rugged. Deep river valleys cut through this landscape.

**Plains**

Even though much of East Africa lies at high elevations, some areas are flat. For example, plains stretch as far as the eye can see along the eastern rift in Tanzania and Kenya. Tanzania’s *Serengeti Plain* is one of the largest plains. It is here that an abundance of wildlife thrives. The plain’s grasses, trees, and water provide nutrition for wildlife that includes elephants, giraffes, lions, and zebras. To protect this wildlife, Tanzania established a national park.
Rivers and Lakes

East Africa also has a number of rivers and large lakes. The world’s longest river, the Nile, begins in East Africa and flows north to the Mediterranean Sea. The Nile is formed by the meeting of the Blue Nile and the White Nile at Khartoum, Sudan. The White Nile is formed by the water that flows into Africa’s largest lake, Lake Victoria. The Blue Nile is formed from waters that run down from Ethiopia’s highlands. As the Nile meanders through Sudan, it provides a narrow, fertile lifeline to farmers in the desert.

The region has a number of great lakes in addition to Lake Victoria. One group of lakes forms a chain in the western rift valleys. There are also lakes along the drier eastern rift valleys. Near the eastern rift, heat from the Earth’s interior makes some lakes so hot that no human can swim in them. In addition, some lakes are extremely salty. However, some of these rift lakes provide algae for the region’s flamingos.

Climate and Vegetation

When you think of Africa, do you think of it as being a hot or cold place? Most people usually think all of Africa is hot. However, they are mistaken. Some areas of East Africa have a cool climate.

East Africa’s location on the equator and differences in elevation influence the climates and types of vegetation in East Africa. For example, areas near the equator receive the greatest amount of rainfall. Areas farther from the equator are much drier and seasonal droughts are common. Droughts are periods when little rain falls, and crops are damaged. During a drought, crops and the grasses for cattle die and people begin to starve. Several times in recent decades droughts have affected the people of East Africa.

Further south of the equator the climate changes to tropical savanna. Tall grasses and scattered trees make up the savanna landscape. Here the greatest climate changes occur along the sides of the rift valleys. The rift floors are dry with grasslands and thorn shrubs.

North of the equator, areas of plateaus and mountains have a highland climate and dense forests. Temperatures in the highlands are much cooler than temperatures on the savanna. The highlands experience heavy rainfall because of its high elevation, but the valleys are drier. This mild climate makes farming possible. As a result, most of the region’s population lives in the highlands.
Areas east of the highlands and on the Indian Ocean coast are at a much lower elevation. These areas have desert and steppe climates. Vegetation is limited to shrubs and hardy grasses that are adapted to water shortages.

**READING CHECK**  
**Categorizing** What are some of East Africa’s climate types?

---

**SUMMARY AND PREVIEW**  
In this section you learned about East Africa’s rift valleys, mountains, highlands, plains, rivers, and lakes. You also learned that the region’s location and elevation affect its climate and vegetation. In the next section you will learn about East Africa’s history and culture.

---

**Section 1 Assessment**

**Reviewing Ideas, Terms, and Places**

1. **a. Define** What are rift valleys?
   **b. Explain** Why is there snow on Mount Kilimanjaro?
   **c. Elaborate** What are some unusual characteristics of the lakes in the Great Rift Valley?

2. **a. Recall** What is the climate of the highlands in East Africa like?
   **b. Draw Conclusions** What are some effects of drought in the region?
   **c. Develop** How are the climates of some areas of East Africa affected by elevation?

**Critical Thinking**

3. **Categorizing** Using your notes and this chart, place details about East Africa’s physical features into different categories.

<table>
<thead>
<tr>
<th>Physical Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rift Valleys</td>
</tr>
<tr>
<td>Mountains and Highlands</td>
</tr>
<tr>
<td>Plains</td>
</tr>
<tr>
<td>Rivers and Lakes</td>
</tr>
</tbody>
</table>

**FOCUS ON WRITING**

4. **Describing the Physical Geography** Note the physical features of East Africa that you can describe in your letter. How do these features compare to the features where you live?
What You Will Learn…

Main Ideas

1. The history of East Africa is one of religion, trade, and European influence.
2. East Africans speak many different languages and practice several different religions.

The Big Idea

East Africa is a region with a rich history and diverse cultures.

Key Terms and Places

Nubia, p. 542
Zanzibar, p. 543
imperialism, p. 543

If YOU lived there…

You live on the island of Zanzibar, part of the country of Tanzania. Your hometown has beautiful beaches, historic palaces, and sites associated with the East African slave trade. Although you and your friends learn English in school, you speak the African language of Swahili to each other.

How has your country’s history affected your life today?

BUILDING BACKGROUND

For almost a century, nearly all the countries of East Africa were controlled by European countries. Before that, however, the region’s people had close trade ties with Arabs from Southwest Asia. This Arab influence blended with native African cultures to form a new culture and language.

History

Early civilizations in East Africa were highly developed. Later, Christianity and Islam influenced the lives of many East Africans. Other influences included trade, the arrival of Europeans, ethnic conflict, and independence.

Christianity and Islam

Christian missionaries from Egypt first introduced Christianity to Ethiopia as early as the AD 300s. About 200 years later Christianity spread into Nubia, an area of Egypt and Sudan today.

In the early 1200s, a powerful Christian emperor named Lalibela ruled Ethiopia. Lalibela is best known for the 11 rock churches he built during his reign. He claimed that God told him to carve the churches out of the rocky ground. Today, the town where the churches are located is called Lalibela.

By about AD 700, Islam was a major religion in Egypt and other parts of North Africa. Gradually, Muslim Arabs from Egypt
spread into northern Sudan and brought their Islamic faith with them. At the same time, Islam spread to the Indian Ocean coast of what is now Somalia. City-states such as Mogadishu and Mombasa became major Islamic centers and controlled trade on the coast.

**The Slave Trade**

The slave trade along the Indian Ocean coast dates back more than 1,000 years. East Africans, Arabs, and Europeans all participated in the slave trade in East Africa. They kidnapped Africans, enslaved them, and shipped them to ports throughout Africa and Southwest Asia. Most of these slaves went to Islamic countries. By the early 1500s the Portuguese had begun setting up forts and settlements on the East African coast to support the slave trade.

In the late 1700s the East African island of Zanzibar became an international slave-trading center. Later, large plantations with slave labor were set up by Europeans in the interior. They grew crops of cloves and sugarcane.

**European Influence and Conflict**

Most European nations ended slavery in the early 1800s. They focused instead on trading products such as gold, ivory, and rubber. To get these goods, Europeans believed they needed to dominate regions of Africa rich in these natural resources. Europeans also wanted to expand their empires by establishing more colonies. The British were the most aggressive, and they gained control over much of East Africa.

In the 1880s Britain and other European powers divided up most of Africa. They drew boundaries that separated some ethnic groups. To maintain power over their colonies, Europeans used **imperialism**, a practice that tries to dominate other countries’ government, trade, and culture.
Within East Africa, just Kenya was settled by large numbers of Europeans. Under imperialism, colonial rulers usually controlled their countries through African deputies. Many of the deputies were traditional chiefs. These chiefs were loyal to their own peoples, which tended to strengthen ethnic rivalries. Today governments are trying to influence feelings of national identity, but ethnic conflict is still strong in many countries.

In the early 1960s, most East African countries gained independence from European colonizers. Ethiopia was never colonized. Its mountains provided natural protection, and its peoples resisted European colonization.

Independence, however, did not solve all of the problems of the former colonies. In addition, new challenges faced the newly independent countries. For example, some countries experienced ethnic conflicts.

**Reading Check** *Evaluating* Why was Ethiopia never a European colony?

---

**Culture**

Over thousands of years of human settlement, East Africa developed a great diversity of people and ways of life. As a result, East Africans speak many different languages and practice several religions.

**Language**

East Africa’s history of European imperialism influenced language in many countries in the region. For example, French is an official language in Rwanda, Burundi, and Djibouti today. English is the primary language of millions of people in Uganda, Kenya, and Tanzania.

In addition to European languages, many East Africans also speak African languages. Swahili is the most widely spoken African language in the region. As East Africans traded with Arabic speakers from Southwest Asia, Swahili developed. In fact, Swahili comes from the Arabic word meaning “on the coast.” Today about 80 million people speak Swahili. Ethiopians speak Amharic, and Somalians speak Somali.

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**Focus on Culture**

**The Swahili**

For more than 1,000 years, a culture unlike any other has thrived along the coast of modern-day Kenya and Tanzania. In the AD 700s, trade contacts between East Africans and Arab traders began. Over time these interactions led to the creation of a unique language and culture known as Swahili.

The Swahili adopted some cultural traits from Arab traders. For example, many East Africans converted to the religion of the Arab traders—Islam. African languages blended with Arabic to form the Swahili language.

**Generalizing** What effects did Arab traders have on Swahili culture?
Religion

Religion is an important aspect of culture for many East Africans. While the religions in East Africa vary greatly, most of them place emphasis on honoring ancestors.

Many East Africans are followers of animist religions. Animists believe the natural world contains spirits. Some people also combine animist worship with religions such as Christianity. Most Christians in East Africa live in Ethiopia. Islam is also practiced in the region. Sudan and Somalia are predominantly Muslim.

READING CHECK  Analyzing  Why might people in East Africa speak a European language?

SUMMARY AND PREVIEW  In this section you learned about the history and culture of East Africa. Next, you will learn about the countries of East Africa today.
What You Will Learn…

You are a safari guide in one of Kenya’s amazing national parks. Your safari van, filled with tourists, is parked at the edge of the vast savanna. It is early evening, and you are waiting for animals to come to a water hole for a drink. As it grows darker, a huge lion appears and then stalks away on huge paws.

What benefits do tourists bring to your country?

BUILDING BACKGROUND

Many of the countries of East Africa are rich in natural resources—including wildlife—but people disagree about the best way to use them. Droughts can make life here difficult. In addition, political and ethnic conflicts have led to unrest and violence in some areas of the region.

East Africa Today

1. National parks are a major source of income for Tanzania and Kenya.
2. Rwanda and Burundi are densely populated rural countries with a history of ethnic conflict.
3. Both Sudan and Uganda have economies based on agriculture, but Sudan has suffered from years of war.
4. The countries of the Horn of Africa are among the poorest in the world.

Main Ideas

East Africa has abundant national parks, but most of the region’s countries are poor and recovering from conflicts.

Key Terms and Places

safari, p. 547
geothermal energy, p. 547
genocide, p. 549
Darfur, p. 549
Mogadishu, p. 551

If YOU lived there...

You are a safari guide in one of Kenya’s amazing national parks. Your safari van, filled with tourists, is parked at the edge of the vast savanna. It is early evening, and you are waiting for animals to come to a water hole for a drink. As it grows darker, a huge lion appears and then stalks away on huge paws.

What benefits do tourists bring to your country?

BUILDING BACKGROUND

Many of the countries of East Africa are rich in natural resources—including wildlife—but people disagree about the best way to use them. Droughts can make life here difficult. In addition, political and ethnic conflicts have led to unrest and violence in some areas of the region.

The Big Idea

East Africa has abundant national parks, but most of the region’s countries are poor and recovering from conflicts.

Close-up

Serengeti National Park

The Serengeti Plain is home to one of the world’s greatest concentrations of wildlife. In Tanzania, part of the plain is a national park. About 100,000 tourists visit the Serengeti each year to view its diverse wildlife.

Each year huge herds of wildebeest migrate across the Serengeti.

Use the graphic organizer online to take notes on East Africa’s people and economies.

ANALYSIS SKILL

ANALYZING VISUALS

How would you describe the Serengeti landscape?
Tanzania and Kenya Today

The economies of both Tanzania and Kenya rely heavily on tourism and agriculture. However, both countries are among the poorest in the world.

**Economy and Resources**

Tanzania and Kenya are popular tourist destinations. With about 2 million tourists visiting each year, tourism is a major source of income for both countries. Today many tourists visit Tanzania and Kenya to go on a safari in the countries’ numerous national parks. A *safari* is an overland journey to view African wildlife.

In addition to tourism, Tanzania is particularly rich in gold and diamonds. However, it is still a poor country of mainly subsistence farmers. Poor soils and limited technology have restricted productivity.

In Kenya, much of the land has been set aside as national parkland. Many people would like to farm these lands, but farming would endanger African wildlife. Kenya’s economy and tourism industry would likely be *affected* as well.

Kenya’s economy relies mostly on agriculture. Mount Kilimanjaro’s southern slopes are a rich agricultural region. The rich soils here provide crops of coffee and tea for exports.

Kenya’s economy also benefits from another natural resource—geothermal energy. *Geothermal energy* is energy produced from the heat of Earth’s interior. This heat—in the form of extremely hot steam—comes up to the surface through cracks in the rift valleys.

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**Reading Check** Finding Main Ideas

What activity supports the economies of both Tanzania and Kenya?
Cities

Imagine a large city with businesspeople hurrying to work, colorful outdoor markets, soaring skyscrapers, and beautiful parks. The capitals of Tanzania and Kenya both fit this description of a vibrant, modern African city.

Tanzania’s official capital is Dodoma. The Tanzanian government began moving its capital from Dar es Salaam to Dodoma in the mid-1970s. Dar es Salaam, a port city with about 3 million people, is located on the Indian Ocean and is Tanzania’s business center.

Kenya’s capital, Nairobi, also serves as the country’s industrial center. In addition, Nairobi is well connected with the rest of East Africa by a network of railways. By rail, Kenya transports tea and other major crops to the major port of Mombasa.

Even though Kenya and Tanzania are peaceful countries, Dar es Salaam and Nairobi have both endured terrorist attacks. In 1998 members of the al Qaeda terrorist group bombed the U.S. embassies in Dar es Salaam and Nairobi. Most of the more than 250 people killed and the thousands injured were Africans.

**READING CHECK** Draw Conclusions Why do you think it would be important for the railroad to link Kenya’s cities?
Rwanda and Burundi Today

Rwanda and Burundi are mostly populated by two ethnic groups—the Tutsi and the Hutu. Since gaining independence from Germany, differences between the Tutsi and Hutu ethnic groups have led to conflict in Rwanda and Burundi. These conflicts have roots in the region’s history. The colonial borders of Rwanda and Burundi drawn by Europeans often lumped different ethnic groups into one country.

In Rwanda in the 1990s, hatred between the Hutu and the Tutsi led to genocide. A genocide is the intentional destruction of a people. The Hutu tried to completely wipe out the Tutsi. Armed bands of Hutu killed hundreds of thousands of Tutsi.

Rwanda and Burundi are two of the most densely populated countries in all of Africa. These two countries are located in fertile highlands and share a history as German colonies. Both countries lack resources and rely on coffee and tea exports for economic earnings.

Sudan and Uganda Today

Sudan is Africa’s largest country. It is a mainly agricultural country with few mineral resources. Arab Muslims make up about 40 percent of Sudan’s population and have political power. They dominate northern Sudan and the capital, Khartoum.

For decades, Sudan has suffered from religious and ethnic conflict. Muslims and Christians fought a civil war for many years. More recently, a genocide occurred in a region of Sudan called Darfur. Ethnic conflict there resulted in tens of thousands of black Sudanese being killed by an Arab militia group. Millions more have fled Darfur and are scattered throughout the region as refugees.

Today Uganda is still recovering from several decades of a military dictatorship. Since 1986 Uganda has become more democratic, but economic progress has been slow. About 80 percent of Uganda’s workforce is employed in agriculture, with coffee as the country’s major export.
The Horn of Africa

Four East African countries located on the Red Sea and the Indian Ocean are called the Horn of Africa. This area is called the Horn because it resembles the horn of a rhinoceros. The Horn's people, economies, and resources vary by country.

Ethiopia

Unlike the other countries of the Horn of Africa, Ethiopia has never been under foreign rule. The country's mountains have protected the country from invasion.

In addition to providing a natural defense barrier, Ethiopia's rugged mountain slopes and highlands have rich volcanic soil. As a result, agriculture is Ethiopia's chief economic activity. Ethiopia's economy benefits from exports of coffee, livestock, and oilseeds. Many people also herd sheep and cattle.

During the last 30 years Ethiopia has experienced serious droughts. In the 1980s, drought caused the loss of crops and the starvation of several million people. In contrast, Ethiopia has experienced plenty of rainfall in recent years. Farmers are now able to grow their crops.

Most Ethiopians living in the highlands are Christian, while most of the lowland people are Muslim. Many Ethiopians speak Amharic, the country's official language.

Eritrea

In the late 1800s the Italians made present-day Eritrea a colony. In the 1960s it became an Ethiopian province.

After years of war with Ethiopia, Eritrea broke away from Ethiopia in 1993. Since then the economy has slowly improved. The country's Red Sea coastline is lined with spectacular coral reefs, which attract tourists to the country. Most Eritreans are farmers or herdsmen. The country's economy relies largely on cotton exports.
**Somalia**

Somalia is a country of deserts and dry savannas. Much of the land is not suitable for farming. As a result, Somalis are nomadic herders.

Somalia is less diverse than most other African countries. Most people in the country are members of a single ethnic group, the Somali. In addition, most Somalis are Muslims and speak the same African language, also called Somali.

Somalia has been troubled by violence in the past. In addition, the country has often had no central government of any kind. Different clans have fought over grazing rights and control of port cities such as Mogadishu.

In the 1990s Somalis experienced widespread starvation caused by a civil war and a severe drought. The United Nations sent aid and troops to the country. U.S. troops also assisted with this operation. In recent years, Somali pirates have captured several cargo ships off the coast of Somalia. The pirates have demanded and received millions of dollars in ransom money.

**Djibouti**

Djibouti (ji-boo-tee) is a small, desert country. It lies on the Bab al-Mandab, which is the narrow strait that connects the Red Sea and the Indian Ocean. The strait lies along a major shipping route.

In the 1860s the French took control of Djibouti. It did not gain independence from France until 1977. The French government still contributes economic and military support to the country. As a result, French is one of Djibouti’s two official languages. The other is Arabic.

The country’s capital and major port is also called Djibouti. The capital serves as a port for landlocked Ethiopia. Since Djibouti has very few resources, the port is a major source of the country’s income.

The people of Djibouti include two major ethnic groups—the Issa and the Afar. The Issa are closely related to the people of Somalia. The Afar are related to the people of Ethiopia. Members of both groups are Muslim. In the early 1990s, a civil war between the Afar and Issa broke out. In 2001 the two groups signed a peace treaty, which ended the fighting.

**Reading Check**

**Generalizing**

What do the people of Djibouti have in common with people from other countries in East Africa?

**Summary and Preview**

The countries of East Africa are poor, but rich in wildlife and resources. Next, you will learn about the region of Central Africa.

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**Section 3 Assessment**

Reviewing Ideas, Terms, and Places

1. **a. Define** What is geothermal energy?
   **b. Make Generalizations** Why are Kenyans not allowed to farm in national parks?

2. **a. Define** What is genocide?
   **b. Explain** What are the two ethnic groups that make up the population of Rwanda and Burundi?

3. **a. Identify** What is the largest country in Africa?
   **b. Analyze** Why are millions of Sudanese refugees?

4. **a. Recall** What two major world religions are practiced in Ethiopia?
   **b. Analyze** How do you think Djibouti’s location has helped its economy?

Critical Thinking

5. **Summarize** Draw a chart like this one. Using your notes, summarize in at least two sentences what you learned about each country.

6. **Writing About East Africa Today** Think about what it would be like to travel through the East African countries. What would you want to tell your friend about their people, their governments, and their economies? Make a list of details you would share.

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**Focus on Writing**
Doing Fieldwork and Using Questionnaires

Learn
To a geographer, fieldwork means visiting a place to learn more about it. While there, the geographer might visit major sites or talk to people to learn about their lives. He or she might also distribute a questionnaire.

A questionnaire is a document that asks people to provide information. Geographers use them to find out specific details about the people in an area, such as what languages they speak. Governments and other groups also use questionnaires to learn more about the people they serve.

Practice
The questionnaire to the right is one that might have been created by the government of Kenya. Study it to answer the questions below.

1. What details does the questionnaire ask about people living in the household?
2. How are the questions organized? Why do you think that is?
3. Why would asking for the person’s age be an important question?

Apply
Work with a group of classmates to create a questionnaire about popular music. Think of five questions about popular music that you could ask your fellow students. Try to ask only multiple-choice and yes-or-no questions. These types of questions are easier to study than other questions are. Once you have completed your questionnaire, write a short explanation of what you hope to learn from each question.
Reviewing Vocabulary, Terms, and Places

Choose one word from each word pair to correctly complete each sentence below.

1. A_________(rift valley/plain) is a place on Earth’s surface where the crust stretches until it breaks.
2. The tallest mountain in Africa is_________. (Mount Kilimanjaro/Mount Kenya)
3. ________means to change or influence. (geothermal energy/affect)
4. A_________is an overland journey that is taken to view African wildlife. (drought/safari)
5. ________has experienced serious droughts over the past 30 years. (Ethiopia/Kenya)
6. ________are periods when little rain falls and crops are damaged. (flood/drought)
7. The intentional destruction of a people is called__________. (murder/genocide)
8. ________is a practice which tries to dominate other countries’ government, trade, and culture. (imperialism/influence)
9. A genocide committed by an Arab militia occurred in the region of Sudan known as ________. (Darfur/Khartoum)
10. ________is an East African island that was an international slave-trading center in the late 1700s. (Madagascar/Zanzibar)

Comprehension and Critical Thinking

SECTION 1 (Pages 538–541)

11. a. Identify What is the Great Rift Valley? What is it made of?
   b. Draw Conclusions How is the Nile necessary for farming in the desert?
   c. Predict How do you think the effects of drought can be avoided in the future?
SECTION 2 (Pages 542–545)

12. a. Recall In which East African country did an emperor build 11 rock churches?
   b. Contrast How does the major religion practiced in Ethiopia differ from other religions practiced in East Africa?
   c. Elaborate How did the African language of Swahili develop?

SECTION 3 (Pages 546–551)

13. a. Define What is a safari?
   b. Draw Conclusions What economic activity do both Kenya and Tanzania rely on?
   c. Evaluate Why do you think the al Qaeda terrorist group bombed U.S. embassies in Dar es Salaam and Nairobi?

Using the Internet

14. Activity: Understanding Cultures In the East African countries you read about in this chapter, there are hundreds of different ethnic groups. Through the online book, discover some ethnic groups of East Africa as you visit Web sites about their culture. Then create a graphic organizer or chart that compares East African ethnic groups. It might include comparisons of language, beliefs, traditions, foods, and more.

Social Studies Skills

15. Doing Fieldwork and Using Questionnaires As in Kenya, the United States conducts a census of its population. Research what kinds of questions the U.S. Census asks Americans every 10 years. Go to the official U.S. Census Bureau’s Web site at www.census.gov. There you will find examples of the questionnaires used in the 2000 Census. How do you think the questionnaires on the next U.S. Census in 2010 will be the same or different than the questions that were asked on the 2000 Census?

Map Activity

16. East Africa On a separate sheet of paper, match the letters on the map with their correct labels.
   - Great Rift Valley
   - Mount Kilimanjaro
   - Lake Victoria
   - Nile River
   - Indian Ocean

17. Identifying Supporting Details Look back over the paragraphs under the Culture heading in Section 2. Then make a list of details you find to support the section’s main ideas. Make sure you include details about the different languages spoken in East Africa today.

18. Writing a Letter Now that you have information about East Africa, you need to organize it. Think about your audience, a friend at home, and what would feel natural if you had been traveling. Would you organize by topics like physical geography and culture? Or would you organize by country? After you organize your information, write a one-page letter.
“Then they were over the first hills and the wildebeeste were trailing up them, and then they were over the mountains with sudden depths of green-rising forest and solid bamboo slopes, and then the heavy forest again, sculptured into peaks and hollows until they crossed, and hills sloped down and then another plain, hot now, and purple brown, bumpy with heat…”

—Ernest Hemingway, “The Snows of Kilimanjaro”

**DIRECTIONS:** Read questions 1 through 7 and write the letter of the best response. Then read question 8 and write your own well-constructed response.

1. What physical feature of East Africa is usually covered with snow and ice?
   A. Serengeti Plain
   B. Mount Kilimanjaro
   C. Great Rift Valley
   D. Mount Kenya

2. What is one cause of the cool climate in some areas of East Africa?
   A. elevation
   B. drought
   C. Indian Ocean
   D. Great Rift Valley

3. The Swahili language developed through trade contacts between East Africans and
   A. the Chinese.
   B. Europeans.
   C. Arabs.
   D. West Africans.

4. Tourism is a large part of the economy in
   A. Tanzania and Kenya.
   B. Sudan and Uganda.
   C. Ethiopia and Eritrea.
   D. Rwanda and Burundi.

5. Which East African country used to be a province of Ethiopia?
   A. Djibouti
   B. Somalia
   C. Eritrea
   D. Kenya

6. In the passage above, Hemingway describes the view of the Mount Kilimanjaro landscape from a plane. The landscape he describes is filled with
   A. rivers.
   B. lakes.
   C. deserts.
   D. forests.

7. In the passage above, the climate of the plain is described as
   A. hot.
   B. dry.
   C. wet.
   D. cold.

8. **Extended Response** Look at the table and map of East Africa’s population density in Section 3. Write a paragraph explaining why you think some areas of East Africa are more populated than other areas. Identify at least two reasons.
What You Will Learn...

In this chapter you will learn about the rivers, forests, and resources of Central Africa. This region has been influenced by native traditions and Europeans, and you will read about how these influences have affected Central Africa’s culture. Finally, you will learn about the different countries in Central Africa and some of the challenges these countries face.

SECTION 1: Physical Geography ............... 558
The Big Idea The Congo River, tropical forests, and mineral resources are important features of Central Africa’s physical geography.

SECTION 2: History and Culture.................... 564
The Big Idea Central Africa’s history and culture have been influenced by native traditions and European colonizers.

SECTION 3: Central Africa Today ............... 568
The Big Idea War, disease, and environmental problems have made it difficult for the countries of Central Africa to develop stable governments and economies.

FOCUS ON READING AND WRITING

Using Word Parts Many English words have little word parts at the beginning (prefixes) or the end (suffixes) of the word. When you come to an unfamiliar word in your reading, see if you can recognize a prefix or suffix to help you figure out the meaning of the word. See the lesson, Using Word Parts, on page R24.

Writing an Acrostic An acrostic is a type of poem in which the first letters of each line spell a word. The lines of the poem describe that word. As you read the chapter, think of a word—maybe a country name or a physical feature—that you would like to describe in your acrostic.
Central Africa: Political

The region we call Central Africa consists of 10 countries.

1. Identify Which country includes land on the mainland and on islands?

2. Make Inferences Why do you think a small part of Angola is separated from the main part of the country?

Culture

Drums and horns are used in traditional music from Central Africa. These musicians are from Cameroon.

History

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

Geography

Many towns in Central Africa rely on the Congo River for trade and transportation.
Physical Geography

If YOU lived there...

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

How do you feel about what you see?

BUILDING BACKGROUND

Much of Central Africa, particularly in the Congo Basin, is covered with thick, tropical forests. The forests provide valuable resources, but people have different ideas about how the forests should be used. Forests are just one of the many types of landscapes in Central Africa.

Physical Features

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

Landforms

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

Plateaus and low hills surround the Congo Basin. The highest mountains in Central Africa lie farther away from the basin, along the Western Rift Valley. Some of these snowcapped mountains rise to more than 16,700 feet (5,090 m). Two lakes also lie along the rift—Lake Nyasa and Lake Tanganyika (tang-kuh-nee-k-uh). Lake Nyasa is also called Lake Malawi.
Rivers
The huge Congo River is fed by hundreds of smaller rivers. They drain the swampy Congo Basin and flow into the river as it runs toward the Atlantic. Many rapids and waterfalls lie along its route, especially near its mouth. These obstacles make it impossible for ships to travel from the interior of Central Africa all the way to the Atlantic. The Congo provides an important transportation route in the interior, however.

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

READING CHECK Finding Main Ideas Where is the highest land in Central Africa?
Climate, Vegetation, and Animals

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

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

Such animals as gorillas, elephants, wild boars, and okapis live in the forest. The okapi is a short-necked relative of the giraffe. However, since little sunlight shines through the canopy, only a few animals live on the forest floor. Some animals, such as birds, monkeys, bats, and snakes, live in the trees. Many insects also live in Central Africa’s forest.
The animals in Central Africa’s tropical forests, as well as the forests themselves, are in danger. Large areas of forest are being cleared rapidly for farming and logging. Also, people hunt the large animals in the forests to get food. To protect these animals, governments have set up national parks to get food. To promote protection of forests and other natural environments, governments have set up national park areas in their countries.

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

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

**Resources**

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

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

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

**Reading Check** Analyzing Why are Central Africa’s rivers an important natural resource?

**Summary and Preview** Mighty rivers, the tropical forest of the Congo Basin, and mineral resources characterize the physical geography of Central Africa. These landscapes have influenced the region’s history. Next, you will read about Central Africa’s history and culture.

**Section 1 Assessment**

**Reviewing Ideas, Terms, and Places**

1. a. Describe What is the Congo Basin?
   b. Elaborate How do you think the Congo River’s rapids and waterfalls affect the economy of the region?

2. a. Recall What part of Central Africa has a highland climate?
   b. Explain Why have governments in the region set up national parks?
   c. Evaluate Is it more important to use the forest’s resources or to protect the natural environment? Why?

3. a. Define What is a periodic market?
   b. Elaborate What kinds of political problems might keep mineral resources from being fully developed?

**Critical Thinking**

4. Contrasting Use your notes and a graphic organizer like this one to list differences between the Congo Basin and the areas surrounding it in Central Africa.

5. Describing Physical Geography What topics in this section might work well in your acrostic? Jot down notes on one or two topics you could feature in your poem.

**Focus on Writing**

5. Describing Physical Geography What topics in this section might work well in your acrostic? Jot down notes on one or two topics you could feature in your poem.
Background Imagine taking a walk along a street in your neighborhood. Your purpose is to see the street in spatial terms and gather information to help you make a map. While you walk, you ask the kinds of questions geographers ask. How many houses, apartment buildings, or businesses are on the street? What kinds of animals or trees do you see? Your walk ends, and you organize your data. Now imagine that you are going to gather data on another walk. This walk will be 2,000 miles long.

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

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

Michael Fay’s Route

Start 09/20/1999
Finish 12/18/2000

Field Notes
- Bodies of water crossed: 2,000
  - Dirt roads crossed: 6
- Gorillas seen in the forest: 200+
  - Humans seen in the forest: 5
- Miles walked on elephant trails: 1,300
  - Piles of elephant dung recorded: 20,000
route. He also counted human settlements and determined the effect of human activities on the environment.

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

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

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

1. Why did Michael Fay walk 2,000 miles?
2. In what practical way has Michael Fay used his data?
3. **Read More about Fay’s Walk** Read the three-part article on Michael Fay’s walk in *National Geographic* October 2000, March 2001, and August 2001. After you read the article, explain why Fay called his walk a “megatransect.”
What You Will Learn…

You live in Central Africa in the 1300s. Over the past year, many new people have moved to your village. They speak a different language—one that you don’t understand. They also have some customs that seem strange to you. But they have begun bringing fancy items such as animal skins and shells to your village. Now your village seems very rich.

How do you feel about these new people?

Building Background

Different groups of people have influenced Central Africa throughout its history. Whether they came from near or far, and whether they stayed in Central Africa only decades or for more than hundred years, these groups brought their own cultures and customs to the region.

History

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

Early History

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

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

Main Ideas

1. Great African kingdoms and European colonizers have influenced the history of Central Africa.
2. The culture of Central Africa includes many ethnic groups and languages, but it has also been influenced by European colonization.

Key Terms and Places

Kongo Kingdom, p. 564
dialects, p. 566

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

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

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

Modern Central Africa

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

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

**Reading Check** Summarizing What role did Europeans play in Central Africa’s history?
Culture

Today about 137 million people live in Central Africa. These people belong to many different ethnic groups and have different customs.

People and Language

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

The main reason for this variety is the number of ethnic groups. Most ethnic groups have their own language or dialect. Most people in the region speak traditional African languages in their daily lives. However, the official languages of the region are European because of the influence of the colonial powers. For example, French is the official language of the Democratic Republic of the Congo. Portuguese is the language of Angola. English is an official language in Zambia and Malawi.

Religion

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

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

The Arts

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

About 2,000 years ago people who spoke Bantu languages migrated out of West Africa. They moved to Central Africa as well as eastern and southern Africa. The Bantu speakers mixed with peoples who already lived in these lands.

The migration of Bantu speakers had important effects on African life. They brought new ways for growing food. They used tools made of iron, which others also began to use. The Bantu speakers also brought their languages. Today many Central Africans speak one or more of the some 500 Bantu languages such as Rundi, Bemba, or Luba.

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

Drawing Inferences How do you think the number of languages affects communication in the region?

Summary and Preview Central Africa’s history was influenced by great kingdoms that controlled trade and by Europeans, who originally came to the region looking for trade goods. European and traditional African influences have shaped the region’s culture. Next, you will learn about the countries of Central Africa and what life is like there today.

Section 2 Assessment

Critical Thinking

3. Sequencing Review your notes on Central Africa’s history. Using a graphic organizer like this one, put major events in chronological order.

Focus on Writing

4. Taking Notes on History and Culture Your acrostic could describe the region’s history and culture as well as physical geography. Take notes on interesting information you might include in your poem.
Central Africa Today

If YOU lived there...

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

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

Building Background

You have already read about Central Africa’s great resources. Many countries in the region have the potential for great wealth. However, several factors throughout history have made it difficult for Central African countries to develop their resources.

Countries of Central Africa

Most of the countries in Central Africa are very poor. After years of colonial rule and then civil war, they are struggling to build stable governments and strong economies.

Democratic Republic of the Congo

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

A military leader named Joseph Mobutu came to power in 1965. He ruled as a dictator. One way Mobutu used his power was to change the name of the country to Zaire—a name that was traditionally African rather than European. He also changed his own name to Mobutu Sese Seko.
During his rule, the government took over foreign-owned industries. It borrowed money from foreign countries to try to expand industry. However, most farmers suffered, and government and business leaders were corrupt. While the economy collapsed, Mobutu became one of the richest people in the world and used violence against people who challenged him.

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

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

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

Central African Republic and Cameroon

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

In addition to political instability, the country suffers from a weak economy. Most people there are farmers. Although the country has diamonds and gold, it does not have railroads or ports needed to transport the resources for export. Central African Republic receives some aid from foreign countries, but this is not enough to meet the needs of its people.
Between Central African Republic and the Atlantic Ocean is Cameroon. Unlike most countries in Central Africa, Cameroon is fairly stable. It is a republic. The president is elected and holds most of the power.

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

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

**Equatorial Guinea and São Tomé and Príncipe**

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

The island country of São Tomé and Príncipe has struggled with political instability. In addition, it is a poor country with few resources. It produces much cacao but has to import food. The recent discovery of oil in its waters may help the economy.
Gabon and Republic of the Congo
Gabon has had only one president since 1967. For many years, Gabon held no multi-party elections. Gabon’s economy provides the highest standard of living in the region. More than half the country’s income comes from oil.

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

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

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

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

Angola does have potential, however. The country has diamonds and oil. The oil is found offshore and in Cabinda. Cabinda is a part of Angola that is separated from the rest of the country by the Democratic Republic of the Congo.

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

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

**READING CHECK**

**Generalizing** What are the economies like in Central African countries?
Issues and Challenges

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

Ethnic and Regional Conflict

A mix of ethnic groups and competing desires for power has led to civil war in many of the region’s countries. Thousands of people have been killed in these wars over the past several years.

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

Academic Vocabulary

implement to put in place

Health

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

On the map above, you can see that this disease is a problem almost everywhere.

International health organizations and some national governments have begun to implement strategies to control malaria. These strategies include educating people about the disease and passing out nets treated with insecticide. The nets and medicine are expensive, and not everyone can afford them. However, people who sleep under these nets will be protected from mosquitoes and malaria.
While some countries are beginning to control malaria, another disease is spreading rapidly. HIV, the virus that causes AIDS, is very common in Central Africa. Hundreds of thousands of people die of AIDS each year in Central Africa. There is no cure for HIV infection, and medicines to control it are very expensive. International groups are working hard to find a cure for HIV and to slow the spread of the disease.

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

Resources and Environment

To help their economies and their people, the countries of Central Africa must begin to develop their natural resources more effectively. Agricultural land is one resource that must be managed more effectively. In some places, partly because of war, food production has actually declined. Also, food production cannot keep up with the demands of the growing population. The results are food shortages and malnutrition. Malnutrition is the condition of not getting enough nutrients from food.

The environment is another important resource that must be managed. Some of Central Africa’s most important industries are destroying the environment. Lumber companies cut down trees in the tropical forest, threatening the wildlife that lives there. Mining is also harming the environment. Diamonds and copper are mined in huge open pits. This mining process removes large areas of land and destroys the landscape.

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

**READING CHECK** Summarizing What are some threats to Central Africa’s environment?

**SUMMARY AND PREVIEW** Countries in Central Africa are trying to build stable governments and strong economies after years of civil war, but challenges slow economic development. Next, you will learn about the places and people of Southern Africa.

**Section 3 Assessment**

**Reviewing Ideas, Terms, and Places**

1. a. **Define** What is inflation?
   b. **Summarize** What effect did Mobutu Sese Seko’s rule have on the Democratic Republic of the Congo?
   c. **Evaluate** Do you think Central African countries would benefit more from a stable government or from a strong economy? Explain your answer.

2. a. **Identify** What causes malaria?
   b. **Explain** How are some countries coping with environmental challenges?

**Critical Thinking**

3. **Evaluating** Look over your notes on Central Africa. Using a graphic organizer like the one here, rank the challenges facing Central Africa. Put the one you see as the biggest challenge first.

**FOCUS ON WRITING**

4. **Describing Countries** You can focus on one country or on the whole region in your acrostic. Review your notes and jot down some ideas for the focus of your acrostic.
Interpreting a Population Pyramid

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

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

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

Apply
Do research at the library or on the Internet to find age and population data for the United States. Use that information to answer the following questions.
1. What age group is the largest?
2. Are there more males or females over age 80?
3. How would you describe the shape of the population pyramid?
Chapter Review

Visual Summary
Use the visual summary below to help you review the main ideas of the chapter.

The forests of Central Africa's Congo Basin are home to gorillas and many other kinds of animals.

Ivory attracted Europeans to Central Africa. They left their influence on the region's history and culture.

Countries of Central Africa are looking for ways to solve many of their challenges, such as preventing disease.

Reviewing Vocabulary, Terms, and Places
Using your own paper, complete the sentences below by providing the correct term for each blank.

1. The ________ is a low area near the middle of Central Africa.
2. ________ is a disease spread by mosquitoes that causes fever and aching.
3. People who do not get enough nutrients from their food suffer from ________.
4. To ________ a system is to put it in place.
5. ________ is the rise in prices that occurs when currency loses its buying power.
6. A ________ is a regional variety of a language.
7. The river that flows through Central Africa and into the Atlantic Ocean is the ________.
8. A ________ is an open-air market set up once or twice a week.
9. Much of the copper in Central Africa comes from a region known as the ________.

Comprehension and Critical Thinking

SECTION 1 (Pages 558–561)
10. a. Describe What are the main landforms in Central Africa?
    b. Make Inferences Why would people in rural areas be more likely to shop at periodic markets than at grocery stores?
    c. Elaborate How does the development of national parks affect people in the region? How does it affect people around the world?

SECTION 2 (Pages 564–567)
11. a. Recall When did European countries divide Central Africa into colonies?
    b. Analyze What factors besides European colonization influenced where different religions are most common in Central Africa today?
    c. Evaluate What do you think was the most significant influence or effect the Europeans had on Central Africa? Explain your answer.

Geography’s Impact video series
Review the video to answer the closing question: Why do you think the president of Gabon passed a law establishing new national parks?
SECTION 3 (Pages 568–573)

12. a. **Identify** What are the diseases that affect many people in Central Africa?

   b. **Analyze** What factors have allowed certain countries like Cameroon and Gabon to have stronger economies than other countries in the region?

   c. **Evaluate** What are the benefits of foreign aid to Central Africa? What might be some possible drawbacks?

**Social Studies Skills**

**Interpreting a Population Pyramid** Use the population pyramid in the Social Studies Skills lesson to answer the following questions.

13. What age group is the smallest?

14. How would you describe the current population in Angola?

**Map Activity**

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

   Congo River  | Congo Basin
   Zambezi River | Lake Nyasa
   Angola

**Using the Internet**

16. **Activity: Making a Scrapbook** Central Africa is home to many different ethnic groups. Although there are similarities among them, they each have unique characteristics as well. Through the online book, take a journey to Central Africa. Research some of the many groups that live there. Then create an illustrated scrapbook that documents some of the groups that you have met in your travels. Include information on their towns, ways of life, and environments. You may also want to include maps, souvenirs, and pictures from your journey.

**Focus on Reading and Writing**

**Using Word Parts** Look at the list of prefixes and suffixes and their meanings below. Then answer the questions that follow.

- **mal-** (bad) - **ous** (characterized by)
- **in-** (not) - **ment** (result, action)
- **re-** (again) - **ion** (action, condition)

17. Which of the following words means “getting only poor nutrients”?

   a. nutriment   
   b. malnutrition  
   c. renutrition  
   d. nutritious  

18. Which of the following words means “the condition of being protected”?

   a. reprotect   
   b. protection  
   c. protectment  
   d. protectous  

19. **Writing Your Acrostic** Your poem will describe Central Africa or a part of it. Choose the place you want to describe and write the letters of that word vertically, with one letter on each line of your paper. For each letter, use your notes to write a descriptive word or phrase that tells about your subject. Make a final copy of your acrostic to share with classmates.
**DIRECTIONS:** Read questions 1 through 6 and write the letter of the best response. Then read question 7 and write your own well-constructed response.

1. What major river flows through Central Africa and into the Atlantic Ocean?
   - A Zambezi River
   - B Congo Basin
   - C Niger River
   - D Congo River

2. In rural areas, people are most likely to trade goods at a
   - A copper belt.
   - B periodic market.
   - C supermarket.
   - D dialect.

3. Why did Europeans become interested in Central Africa?
   - A They wanted resources and trade goods.
   - B They wanted to teach people European languages.
   - C They wanted to divide up ethnic groups.
   - D They wanted to destroy African kingdoms.

4. What disease is spread by mosquitoes and is very common in Central Africa?
   - A malnutrition
   - B HIV
   - C malaria
   - D inflation

5. Most people in Zambia and Malawi work in
   - A copper mines.
   - B the oil industry.
   - C cities.
   - D farming.

6. Based on the graph above, which of the following statements is false?
   - A Females ages 15–19 make up about 10 percent of the population.
   - B Males and females ages 0–4 each make up over 15 percent of the population.
   - C The population of Central African Republic is growing at a very slow rate.
   - D There are more males ages 5–9 than there are females.

7. **Extended Response** Using the graph above and the graph of Population Growth in Kinshasa in Section 3, write a paragraph explaining how Central Africa’s population and people’s lives in the region are changing.
CHAPTER 24

Southern Africa

Essential Question: What role did European imperialism play in the development of Southern Africa?

What You Will Learn...

In this chapter you will learn about nine countries that are located in the region of Southern Africa—South Africa, Lesotho, Swaziland, Namibia, Botswana, Zimbabwe, Mozambique, Madagascar, and Comoros. You will learn about the region's history, cultures, and economies.

SECTION 1: Physical Geography ..................... 580
The Big Idea Southern Africa's physical geography includes a high, mostly dry plateau, grassy plains and rivers, and valuable mineral resources.

SECTION 2: History and Culture ..................... 584
The Big Idea Native African ethnic groups and European settlements influenced the history and culture of Southern Africa.

SECTION 3: Southern Africa Today .................. 590
The Big Idea Countries of Southern Africa today are trying to use their governments and resources to improve their economies and deal with challenges.

Focus on Reading and Viewing

Making Generalizations A generalization is a broad, general conclusion drawn from examples, facts, or other information. As you read this chapter, try to make generalizations about the facts and information in the text. Making generalizations will help you understand the meaning of what you are reading. See the lesson, Making Generalizations, on page R25.

Viewing a TV News Report You are a journalist covering world news. Your assignment is to create a brief TV news report on something about Southern Africa. As you read this chapter, you will collect information about the region and plan your report. Later you and your classmates will give your TV news reports and evaluate one another’s reports.

In northern Botswana, the Okavango River forms an enormous inland delta.
Southern Africa: Political

Culture South Africa’s culture is a reflection of the country’s diverse population.

History Ancient rock art of southern Africa often includes hunters and animals.

Place Southern Africa is located between the Indian Ocean and the Atlantic Ocean.

1. Locate What is the capital of Botswana?

2. Draw Conclusions What are some of the disadvantages of being a landlocked country like Zimbabwe and Botswana?
**What You Will Learn…**

1. Southern Africa's main physical feature is a large plateau with plains, rivers, and mountains.
2. The climate and vegetation of Southern Africa is mostly savanna and desert.
3. Southern Africa has valuable mineral resources.

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**Building Background**

Parts of Southern Africa have a desert climate. Little vegetation grows in these areas, but some people do live there. Most of Southern Africa's people live in cooler and wetter areas, such as on the high, grassy plains in the south and east.

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**Main Ideas**

1. Southern Africa's main physical feature is a large plateau with plains, rivers, and mountains.
2. The climate and vegetation of Southern Africa is mostly savanna and desert.
3. Southern Africa has valuable mineral resources.

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**Key Terms and Places**

- **escarpment**, p. 580
- **veld**, p. 582
- **Namib Desert**, p. 582
- **pans**, p. 582

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**Physical Features**

Southern Africa has some amazing scenery. On a visit to the region, you might see grassy plains, steamy swamps, mighty rivers, rocky waterfalls, and steep mountains and plateaus.

**Plateaus and Mountains**

Most of the land in Southern Africa lies on a large plateau. Parts of this plateau reach more than 4,000 feet (1,220 m) above sea level. To form the plateau, the land rises sharply from a narrow coastal plain. The steep face at the edge of a plateau or other raised area is called an **escarpment**.

In eastern South Africa, part of the escarpment is made up of a mountain range called the Drakensberg (DRAH-kuhn-buhrk). The steep peaks rise as high as 11,425 feet (3,482 m). Farther north, another mountain range, the Inyanga (in-YANG-guh) Mountains, separates Zimbabwe and Mozambique. Southern Africa also has mountains along its western coast.

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**If YOU lived there…**

You are a member of the San, a people who live in the Kalahari Desert. Your family lives with several others in a group of circular grass huts. You are friends with the other children. Sometimes you help your mom look for eggs or plants to use for carrying water. Your water containers, clothes, carrying bags, and weapons all come from the resources you find in the desert. Next year you will move away to attend school in a town.

**How will your life change next year?**
Plains and Rivers

Southern Africa’s narrow coastal plain and the wide plateau are covered with grassy plains. These flat plains are home to animals such as lions, leopards, elephants, baboons, and antelope.

Several large rivers cross Southern Africa’s plains. The Okavango River flows from Angola into a huge basin in Botswana. This river’s water never reaches the ocean. Instead it forms a swampy inland delta that is home to crocodiles, zebras, hippos, and other animals. Many tourists travel to Botswana to see these wild animals in their natural habitat.

The Orange River passes through the rocky Augrabies (oh-KRAH-bees) Falls as it flows to the Atlantic Ocean. When the water in the river is at its highest, the falls are several miles wide. The water tumbles down 19 separate waterfalls. The Limpopo River is another of the region’s major rivers. It flows into the Indian Ocean. Features such as waterfalls and other obstacles block ships from sailing up these rivers. However, the rivers do allow irrigation for farmland in an otherwise dry area.

ACADEMIC VOCABULARY

features characteristics

READING CHECK Generalizing What are Southern Africa’s main physical features?
Climate and Vegetation

Southern Africa’s climates vary from east to west. The wettest place in the region is the east coast of the island of Madagascar. On the mainland, winds carrying moisture blow in from the Indian Ocean. Because the Drakensberg’s high elevation causes these winds to blow upward, the eastern slopes of these mountains are rainy.

In contrast to the eastern part of the continent, the west is very dry. From the Atlantic coast, deserts give way to plains with semiarid and steppe climates.

Savanna and Deserts

A large savanna region covers much of Southern Africa. Shrubs and short trees grow on the grassy plains of the savanna. In South Africa, these open grassland areas are known as the veld (VELT). As you can see on the map on the next page, vegetation gets more sparse in the south and west.

The driest place in the region is the Namib Desert on the Atlantic coast. Some parts of the Namib get as little as a half an inch (13 mm) of rainfall per year. In this dry area, plants get water from dew and fog rather than from rain.

Another desert, the Kalahari, occupies most of Botswana. Although this desert gets enough rain in the north to support grasses and trees, its sandy plains are mostly covered with scattered shrubs. Ancient streams crossing the Kalahari have drained into low, flat areas, or pans. On these flat areas, minerals left behind when the water evaporated form a glittering white layer.

Tropical Forests

Unlike the mainland, Madagascar has lush vegetation and tropical forests. It also has many animals found nowhere else. For example, some 50 species of lemurs, relatives of apes, live only on this island. However, the destruction of Madagascar’s forests has endangered many of the island’s animals.

Reading Check

Summarizing What is the climate and vegetation like in Southern Africa?

Resources

Southern Africa is rich in natural resources. Madagascar’s forests provide timber. The region’s rivers supply hydroelectricity and water for irrigation. Where rain is plentiful or irrigation is possible, farmers can grow a wide range of crops.
The region’s most valuable resources, however, are minerals. Mines in South Africa produce most of the world’s gold. In addition, South Africa, Botswana, and Namibia have productive diamond mines. Other mineral resources in Southern Africa include coal, platinum, copper, uranium, and iron ore. Although mining is very important to the economy of the region, the mines can have damaging effects on the surrounding natural environments.

**READING CHECK** Finding Main Ideas What are the main resources of Southern Africa?

**SUMMARY AND PREVIEW** Southern Africa is mainly covered with grassy plains and deserts atop a large plateau. Minerals are among the region’s main resources. In the next section, you will learn about Southern Africa’s history and culture.

**Section 1 Assessment**

**Reviewing Ideas, Terms, and Places**

1. a. **Define** What is an escarpment?
   b. **Elaborate** How is the Okavango River different from most other rivers you have studied?

2. a. **Recall** Where in Southern Africa is the driest climate?
   b. **Explain** What caused minerals to collect in pans in the Kalahari Desert?

3. a. **Identify** What are Southern Africa’s most valuable resources?
   b. **Elaborate** How do you think the gold and diamond mines have affected South Africa’s economy?

**Critical Thinking**

4. **Categorizing** Review your notes and use a graphic organizer like this one to sort characteristics by location.

<table>
<thead>
<tr>
<th>Physical Features</th>
<th>East</th>
<th>West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate and Vegetation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS ON VIEWING**

5. **Telling about the Physical Geography** Your TV news report might focus on some part of the geography of Southern Africa. Could you focus on the destruction of the rain forest or life in the desert?
What You Will Learn…

1. Southern Africa’s history began with hunter-gatherers, followed by great empires and European settlements.
2. The cultures of Southern Africa are rich in different languages, religions, customs, and art.

The Big Idea

Native African ethnic groups and European settlements influenced the history and culture of Southern Africa.

Key Terms and Places

- Great Zimbabwe, p. 585
- Cape of Good Hope, p. 585
- Afrikaners, p. 586
- Boers, p. 586
- apartheid, p. 586
- township, p. 587

If YOU lived there…

You are a hunter living in Southern Africa 10,000 years ago. The animals you hunt include antelope, rhinoceros, and ostrich. A spear is your only weapon. You spend several days following herds of animals until you and several other people are able to surround them. After the hunt, you decide to paint your hunting experience on a rock overhang near where you live.

Why do you paint these images of animals?

Building Background

Southern Africa’s fertile land and its abundance of wildlife have supported different peoples for tens of thousands of years. Hunter-gatherers were the first peoples to thrive in the region. Much later, peoples from West Africa migrated to the region, and then eventually Europeans.

History

As you learned in the previous chapter, Bantu farmers migrated from West Africa to Central Africa as early as 2,000 years ago. These peoples also migrated to Southern Africa at about the same time. Much later, in the 1700s, Europeans arrived on the coast of Southern Africa and forever changed the landscape and ways of life of the people in the region.

Early History

For many centuries the Khoisan peoples lived in Southern Africa. Divided into several ethnic groups, the Khoisan were hunter-gatherers and herders. When the early Bantu peoples migrated from West and Central Africa, they brought new languages and iron tools.

One Bantu group, the Shona, built an empire that reached its height in the 1400s. The Shona Empire included much of what is now the countries of Zimbabwe and Mozambique.
The Shona farmed, raised cattle, and traded gold with other groups on the coast.

The Shona are best known for Great Zimbabwe, their stone-walled capital. In fact, the name Zimbabwe is the Shona word for stone-walled towns. The builders of Great Zimbabwe used huge granite boulders and rectangular blocks of stone to build the capital’s walls.

Founded in the late 1000s, Great Zimbabwe was a small trading and herding center. In the 1100s, the population grew, and both gold mining and farming grew in importance. Great Zimbabwe may have had 10,000 to 20,000 residents. With these resources, the city eventually became the center of a large trading network.

Trade made Great Zimbabwe’s rulers wealthy and powerful. However, in the 1400s the gold trade declined. Deprived of its main source of wealth, Great Zimbabwe weakened. By 1500 it was no longer a capital and trading center.

Archaeologists have found Chinese porcelain and other artifacts from Asia at Great Zimbabwe. These artifacts suggest that the Shona traded widely. In addition to trading with peoples of Asia, the Shona apparently traded with the Swahili. The Swahili were Muslim Africans living along the East Africa coast. In effect, all of these peoples were once connected by an Indian Ocean trade network.

**Europeans in Southern Africa**

In the late 1400s traders from Portugal explored the Southern African coast on their way to Asia to trade for spices. To get to Asia from Portugal, they had to sail around the southern tip of Africa and then cross the Indian Ocean. The trip was long and difficult, so they set up bases on the Southern African coast. These bases provided the ships with supplies.

The **Dutch** Other Europeans arrived in Southern Africa after the Portuguese. People from the Netherlands, or the Dutch, were the first Europeans to settle in the region. In 1652 the Dutch set up a trade station at a natural harbor near the Cape of Good Hope.
CHAPTER 24

The Cape sits at the tip of Africa. The land around the Cape lacked the gold and copper of the interior. However, it had a mild climate, similar to the climate the Dutch were used to back home.

This small colony on the Cape provided supplies to Dutch ships sailing between Dutch colonies in the East Indies and the Netherlands. The Dutch eventually brought in slaves from the region and Southeast Asia to work in the colony.

The Afrikaners and the Boers The people of the colony were very diverse. In addition to the Dutch, other Europeans also settled on the Cape. Dutch, French, and German settlers and their descendants in South Africa were called Afrikaners. Over time, a new language called Afrikaans emerged in the Cape colony. This language combined Dutch with Khoisan and Bantu words. German, French, and English also influenced the language’s development.

In the early 1800s, Great Britain took over the area of the Cape. The Boers, Afrikaner frontier farmers who had spread out from the original Cape colony, resisted the British. Many Boers packed all their belongings into wagons and soon moved farther east and north.

The Zulu and the British At about the same time, a Bantu-speaking group, the Zulu, became a powerful fighting force in the region. They conquered the surrounding African peoples, creating their own empire. When the Boers moved north of the Cape, they entered Zulu territory. The two sides clashed over control of the land. Eventually the British also wanted Zulu land. After a series of battles, the British defeated the Zulu.

The ending of slavery in the British Empire in the 1830s brought changes to the economy of colonial settlements in the region. Instead of slaves, people traded ivory—the tusks of elephants. Over time, however, hunters wiped out the entire elephant population in some parts of Southern Africa. With ivory in short supply, trade shifted to diamonds and gold, which were discovered in South Africa in the 1860s.

Apartheid

In the early 1900s South Africa’s government, which was dominated by white Afrikaners, became increasingly racist. As a result, black South Africans opposed the government. To defend their rights, they formed the African National Congress (ANC) in 1912.

However, the trend toward racial division and inequality continued. South Africa’s government set up a policy of separation of races, or apartheid, which means “apartness.” This policy divided people into four groups: whites, blacks, Coloureds, and Asians.
Coloureds and Asians were only allowed to live in certain areas. Each African tribe or group was given its own rural “homeland.” These homelands generally did not include good farmland, mines, and other natural resources. Those resources were owned by the whites, and blacks had no rights in white areas.

Housing, health care, and schools for blacks were poor compared to those for whites. Schools for Coloureds were poor, but slightly better than the black schools.

During apartheid, many blacks found work in white-owned industries, mines, shops, and farms. Blacks had to live in separate areas called townships, which were often crowded clusters of tiny homes. The townships were far from the jobs in the cities and mines.

Independence
Beginning in the 1960s, many colonies gained independence from the European countries that had once colonized them. Some gained independence rather peacefully, but others struggled. For example, the British colonists in Rhodesia fought native Africans for years. Fighting broke out after the colonists declared their own white-dominated republic in 1970. Finally, in 1980, the Africans won independence and renamed their country Zimbabwe.

Independence also did not come easy for other countries. Despite violent resistance, Namibia continued to be ruled by South Africa until 1990. Mozambique was granted independence in 1975 after 10 years of war against Portuguese rule.

Reading Check
Why did Europeans settle Southern Africa?

Culture
Over time, many groups of people created a diverse culture in Southern Africa. As a result, the region’s culture reflects both European and African influence.
People
The people of Southern Africa belong to hundreds of different ethnic groups. Some groups are very large. For example, about 9 million people in South Africa are Zulu. Nearly 1.6 million of Botswana’s 2 million people belong to a single ethnic group, the Tswana.

Other ethnic groups are small and usually not native to Africa. For example, about 6 percent of Namibia’s population is of German descent. In Madagascar people are a mix of 18 small ethnic groups. These Malagasy groups descended from people who migrated across the Indian Ocean from Indonesia.

Languages
Because people in Southern Africa belong to hundreds of different ethnic groups, they speak many languages. Most of the African languages spoken in Southern Africa are related to one of two language families—Khoisan or Bantu.

The early peoples of Southern Africa spoke different Khoisan languages. Khoisan speakers are known for the “click” sounds they make when they speak. Today, the majority of Khoisan speakers belong to the San ethnic group and live in remote areas of Botswana and Namibia.

Most people in Southern Africa speak one of the more than 200 Bantu languages. For example, most of South Africa’s 11 official languages are Bantu.

In countries with European influence, European languages are also spoken. For example, English is the official language of Namibia and Zimbabwe. The official language of Mozambique is Portuguese.

Religion
In addition to language, Europeans brought the religion of Christianity to Southern Africa. As a result, millions of people in Southern Africa are Christians. In Namibia and South Africa the majority of the population is Christian.
Many people in Southern Africa who are not Christian practice traditional African religions. Some of these people believe that ancestors and the spirits of the dead have divine powers. In Zimbabwe, traditional beliefs and Christianity have been mixed together. About half of the people in Zimbabwe practice a combination of traditional beliefs and Christianity.

Celebrations and Art

Southern Africans celebrate many holidays. On Heritage Day, South Africans celebrate their country’s diverse population. Most countries in Southern Africa celebrate their countries’ independence day. Many Christian holidays such as Christmas Day are also celebrated throughout the region.

Southern Africa’s art reflects its many cultures. For example, South African artists make traditional ethnic designs for items such as clothing, lamps, linens, and other products. Artists in Lesotho are famous for their woven tapestries of daily life.

Artists in Zimbabwe are known for their beautiful stone sculptures of birds and other animals. Traditional crafts of Botswana include ostrich-eggshell beadwork and woven baskets with complex designs. People there also produce colorful wool rugs.

Reading Check Analyzing Why do you think the people of Southern Africa speak several different languages?

Summary and Preview
Southern Africa’s ancient history and later European settlement greatly influenced the region’s culture. Next, you will learn about the governments and economies of the region’s countries today.

Reviewing Ideas, Terms, and Places

1. a. Define What was apartheid?
   b. Draw Conclusions Why did the Shona capital of Great Zimbabwe decline as a trading center?
   c. Elaborate Why do you think the language of Afrikaans developed among the European colonists?
2. a. Recall What ethnic group in Southern Africa speaks languages that use click sounds?
   b. Draw Conclusions How do the religions practiced in Southern Africa reflect the region’s history?
   c. Evaluate Why do you think Heritage Day is a national holiday in South Africa?

Critical Thinking

3. Sequencing Review your notes on the history of Southern Africa. Then organize your information using a time line like the one below. You may add more dates if you need to.

4. Discussing History and Culture Which information about the history and culture of Southern Africa might make a good TV news report? What visuals would be interesting?
You are an economic adviser in Botswana. In recent years your country has made progress toward improving people’s lives, but you think there is room for improvement. One way you plan to help the economy is by promoting tourism. Botswana already has amazing natural landscapes and fascinating animals.

**What could your country do to attract more tourists?**

**Building Background**
Some of the countries in Southern Africa are relatively well off, with plentiful resources and good jobs and transportation systems. Others lack these positive conditions. One of the most successful countries in the region is South Africa.

**South Africa**
Today South Africa has a stable government and the strongest economy in the region. In addition, many South Africans are enjoying new rights and freedoms. The country has made great progress in resolving the problems of its past, but it still faces many challenges.

**End of Apartheid**
Ending apartheid, the separation of races, has probably been South Africa’s biggest challenge in recent years. Many people around the world objected to the country’s apartheid laws. For that reason, they put *sanctions*—economic or political penalties imposed by one country on another to force a change in policy—on South Africa. Some countries banned trade with South Africa. Several companies in the United States and Europe refused to invest their money in South Africa. In addition, many international scientific and sports organizations refused to include South Africans in meetings or competitions.
The sanctions isolated South Africa. As other countries in Southern Africa gained independence, South Africa became even more isolated. Protest within the country increased. In response, the government outlawed the African National Congress (ANC). This group had been formed to protect the rights of black South Africans. Many ANC members were jailed or forced to leave the country.

The antiapartheid protests continued, however. Finally, in the late 1980s South Africa began to move away from the apartheid system. In 1990 the government released its political prisoners, including Nelson Mandela. Mandela was elected president in 1994 after South Africans of all races were given the right to vote.

Today all races have equal rights in South Africa. The country’s public schools and universities are open to all people, as are hospitals and transportation. However, economic equality has come more slowly. White South Africans are still wealthier than the vast majority of black South Africans. Still, South Africans now have opportunities for a better future.

**Government and Economy**

South Africa’s government and economy are well positioned to create a better future for the country. South Africa’s new government is a republic with an elected president. The country’s constitution emphasizes equality and human rights.

In working toward equality, the government is trying to create jobs and better conditions for black workers and farmers. Currently, most of South Africa’s wealth and industries are still controlled by whites. However, even some officials who favor reform are afraid to execute new policies. They fear that rapid change will weaken the economy. They are also concerned that it might cause educated and wealthy whites to leave the country.
South Africa’s strong economy may help bring economic opportunities to the entire population. The country has more resources and industry than most African countries. For example, South Africa is the world’s largest producer of several valuable minerals—gold, platinum, and chromium. The country is also a major exporter of gold and diamonds.

Large cities in South Africa also contribute to the country’s economy. Africa’s largest industrial area is located in Johannesburg. In addition, beautiful cities such as Cape Town attract many tourists.

**Reading Check** Analyzing Why and how did South Africa do away with apartheid?

**Other Countries of Southern Africa**

The eight other countries in the region share some characteristics with South Africa. Some, but not all, have strong economies and stable governments.

**Lesotho and Swaziland**

These two countries are particularly influenced by South Africa. Lesotho and Swaziland are both enclaves. An enclave is a small territory surrounded by foreign territory. Lesotho and Swaziland are both located completely, or almost completely, within South Africa. Swaziland shares part of its border with Mozambique.
Because it is so small, Lesotho has few resources or agricultural land. As a result, it is a poor country. Many of its people work in nearby South Africa. In spite of its poverty, Lesotho has the highest female literacy rate in Africa. Most children, including females, get at least a primary education in free schools run by Christian churches.

Swaziland has some important mineral deposits and industry. Cattle raising and farming are also common there. A good transportation system helps Swaziland to participate in foreign trade.

Lesotho and Swaziland are both kingdoms. Although each country has a king as head of state, each is governed by an elected prime minister and a parliament.

Namibia

Namibia gained its independence from South Africa as recently as 1990. Now it is a republic with an elected president and legislature. Its capital, Windhoek, is located in the central highlands.

Very few people live in Namibia’s deserts in the east and the west, but these areas are the sites of some of the richest mineral deposits in Africa. Most of the country’s income comes from the mining of diamonds, copper, uranium, lead, and zinc. Fishing in the Atlantic Ocean and sheep ranching are also important sources of income. In spite of this strong economy, however, most people are still poor.

Botswana

Botswana is one of Africa’s success stories, thanks to mineral resources and a stable democratic government. The main economic activities in Botswana are cattle ranching and diamond mining. Recently, international companies have built factories there, and tourism is increasing. Although unemployment is high, the country has had one of the world’s highest rates of economic growth since the 1960s.

Zimbabwe

Zimbabwe has suffered from a poor economy and political instability. Zimbabwe does not lack resources. It has gold and copper mines as well as productive agriculture and manufacturing. However, high inflation, debts, and war have hurt the economy.

In addition, there is much inequality. Although white residents made up less than 1 percent of the population, they owned most of the large farms and ranches. In 2000 the president began a program to take farmland from white farmers and give the land to black residents. This action led many white farmers to leave the country and caused food shortages.
The attempt at land reform, the poor economy, and violent acts against political opponents have made people in Zimbabwe unhappy with the president. Although he was re-elected in 2002 and 2008, most people think the elections were flawed.

Mozambique
Mozambique is one of the world’s poorest countries. The economy has been badly damaged by civil war, but it is improving. Mozambique’s ports ship many products from the interior of Africa. Taxes collected on these shipments are an important source of income. Also, plantations grow cashews, cotton, and sugar for export. The country must import more than it exports, however, and it relies on foreign aid.

Madagascar and Comoros
Madagascar was ruled for more than 20 years by a socialist dictator. Today the elected president is working to improve the struggling economy. Most of the country’s income comes from exports of coffee, vanilla, sugar, and cloves. Madagascar also has some manufacturing, and the country is popular with tourists who come to see the unique plants and animals.

Comoros is a country made up of four tiny islands. It suffers from a lack of resources and political instability. The government of Comoros is struggling to improve education and promote tourism.

READING CHECK  Contrasting In what ways are Botswana and Zimbabwe different?
Issues and Challenges

Although conditions in many countries of Southern Africa are better than they are on much of the continent, the region has its own challenges. One of the most serious problems facing Southern Africa is poverty. Terrible droughts often destroy food crops. In addition, many of Southern Africa’s people are unemployed.

Disease is another problem. Southern Africa has high numbers of people infected with HIV. The region’s governments are trying to educate people to slow the spread of disease.

Another challenge is environmental destruction. For example, in Madagascar, deforestation leads to erosion. There is hope for the future, though. Namibia was the first country in the world to put environmental protection in its constitution. Also, the African Union (AU) works to promote cooperation among African countries. The AU tries to solve problems across the continent.

READING CHECK  Generalizing What main challenges does Southern Africa face?

SUMMARY  Southern Africa has valuable mineral resources and landscapes popular with tourists. Some countries have more stable governments and economies than much of Africa. However, the region still faces many challenges.

Section 3 Assessment

Reviewing Ideas, Terms, and Places

1. a. Describe What effect did sanctions have on South Africa?
   b. Interpret What have been two effects of the end of apartheid?

2. a. Recall Which country’s president began a program to take farmland from white farmers?
   b. Make Inferences Why might being an enclave affect a country’s economy?
   c. Rank Besides South Africa, which two countries in the region seem to have the best economies?

3. a. Describe How does terrible drought lead to poverty?
   b. Explain How are people in Southern Africa addressing the challenges in the region?

Critical Thinking

4. Summarizing Review your notes on South Africa. Then using a graphic organizer like this one, describe what the country has been like at each different period.

<table>
<thead>
<tr>
<th></th>
<th>Before the 1990s</th>
<th>The 1990s</th>
<th>Today</th>
</tr>
</thead>
</table>

FOCUS ON VIEWING

5. Telling about Southern Africa Today Would you try to include information about all of Southern Africa in your report? Or would you just focus on one country? Take notes on your ideas.
The Internet is one of the most valuable tools available for research today. However, not everything that you find on the Internet is useful or accurate. You have to be careful and analyze the sites you use.

A good Web site should be accurate and up-to-date. Before you use a site for research, find out who produced it. The author should be qualified and unbiased. Also, check to see when the site was last updated. If it has not been updated recently, the information it contains may no longer be accurate.

Study this page taken from a Web site and then answer these questions.

1. Who do you think produced this Web site? How can you tell?
2. What kinds of information can you find on this site?
3. Do you think this would be a good site for research? Why or why not?

Search the Internet to find a Web page about one of the countries of Southern Africa. Analyze the site and determine whether you think it would be a good site for research. Write a paragraph to explain your decision. Make sure to include the site’s URL and the date on which you visited it in your report.
Reviewing Vocabulary, Terms, and Places

Match the words with their definitions.

1. Great Zimbabwe  
   a. the steep face at the edge of a plateau or other raised area
2. features  
   b. economic or political penalties imposed by one country on another to force a change in policy
3. Boers  
   c. a large, stone-walled town built by the Shona
4. apartheid  
   d. Afrikaner frontier farmers in South Africa
5. sanctions  
   e. a small territory surrounded by foreign territory
6. townships  
   f. characteristics
7. escarpment  
   g. South Africa’s policy of separation of races
8. enclave  
   h. separate areas with clusters of tiny homes for black South Africans

Comprehension and Critical Thinking

SECTION 1 (Pages 580–583)

9. a. Identify  What are the two main deserts in Southern Africa?
   b. Contrast  How is the eastern part of Southern Africa different from the western part?
   c. Elaborate  How do you think the geography of Southern Africa has affected settlement patterns in the region?

SECTION 2 (Pages 584–589)

10. a. Define  Who are the Afrikaners? What country do they live in?
    b. Contrast  How does the origin of Khoisan languages differ from Bantu languages? What is unusual about Khoisan languages?
    c. Elaborate  What was life like for non-whites under the policy of apartheid? What rights were blacks, Coloureds, and Asians denied?
SECTION 3 (Pages 590–595)

11. a. Identify Which countries are enclaves?
   b. Analyze In what ways has South Africa changed with the end of apartheid? In what ways has it stayed the same?
   c. Evaluate Poverty is the most serious challenge facing Southern Africa. Do you agree or disagree with this statement? Explain your answer.

Social Studies Skills

12. Analyzing a Web Site Search the Internet to find two Web sites about topics in Southern Africa. One Web site should be one you would consider good to use for research. The other site should be one you do not consider to be a good source of information for research. Write a paragraph comparing and contrasting the two sites. Be sure to explain why one site seems more useful and accurate than the other.

Map Activity

13. Southern Africa On a separate sheet of paper, match the letters on the map with their correct labels.
   Cape of Good Hope Namib Desert
   Okavango Basin Drakensberg
   Orange River

Using the Internet

14. Activity: Researching Apartheid From 1948 until 1994, many people in South Africa were legally discriminated against under the policy known as apartheid. Imagine that you are a reporter writing an article on the history of apartheid. Through the online book, use both primary and secondary sources to research who started apartheid, how people struggled against it, and when it finally came to an end. Using that information, create an outline for your article. Be sure to include details from your research that support the main ideas.

Focus on Reading and Viewing

15. Making Generalizations Re-read the information about South Africa today in Section 3. Based on the specific information you read, make one generalization about the country’s economy and one about its resources.

16. Presenting a TV News Report Review your notes and decide on a topic for your report. Next, identify the point you want to make about your topic—your purpose. Your purpose may be to share interesting information—a recently celebrated holiday, for example. Or your purpose may be more serious—perhaps the need to reduce poverty. Decide what images you will show and what you will say to make your point.

   Write a script and in it, identify which visuals go with what content. Present your report to the class using visuals, just as though you were on the TV news. Listen and watch your classmates’ reports. Evaluate their reports based on accuracy of the content and visual interest.
**DIRECTIONS:** Read questions 1 through 7 and write the letter of the best response. Then read question 8 and write your own well-constructed response.

1. Most of the land in Southern Africa lies on a  
   A. mountain range.  
   B. coastal plain.  
   C. plateau.  
   D. delta.

2. The Dutch first settled in Southern Africa in 1652 near the  
   A. Inyanga Mountains.  
   B. Cape of Good Hope.  
   C. Okavango Basin.  
   D. Namib Desert.

3. Who were the first Europeans to explore the southern coast of Africa?  
   A. Portuguese  
   B. Dutch  
   C. French  
   D. German

4. Which country had a policy called apartheid to separate different races?  
   A. Zimbabwe  
   B. Madagascar  
   C. Namibia  
   D. South Africa

5. Which of the following statements about the end of apartheid is false?  
   A. Sanctions helped bring the end of apartheid.  
   B. Black people and white people now have economic equality.  
   C. Both black people and white people can vote.  
   D. Public schools and universities are open to all people.

6. Based on the map above, where would Madagascar's tropical forests likely be located?  
   A. in the east  
   B. in the west  
   C. on the savanna  
   D. in the north

7. Which two countries are enclaves?  
   A. South Africa and Lesotho  
   B. Madagascar and Comoros  
   C. Lesotho and Swaziland  
   D. Zimbabwe and Mozambique

8. Extended Response  
   Choose two countries from the table in Section 3 on Tourism in Southern Africa. Think about the information in this chart and what you know about the resources in these two countries. Write a paragraph explaining reasons for the differences and similarities in the number of tourists who visit each country.
Explaining Cause or Effect

“Why did it happen?” “What were the results?” Questions like these help us identify causes and effects. This, in turn, helps us understand the relationships among physical geography, history, and culture.

1. Prewrite

Choose a Topic
- Choose one of the topics above to write about.
- Turn that topic into a big idea, or thesis. For example, “Three main factors cause most of the economic problems in West Africa.”

Gather and Organize Information
- Depending on the topic you have chosen, identify at least three causes or three effects. Use your textbook, the library, or the Internet.
- Organize causes or effects in their order of importance. To have the most impact on your readers, put the most important cause or effect last.

2. Write

Use a Writer’s Framework

A Writer’s Framework

Introduction
- Start with an interesting fact or question related to your big idea, or thesis.
- State your big idea and provide background information.

Body
- Write at least one paragraph, including supporting facts and examples, for each cause or effect.
- Organize your causes or effects by order of importance.

Conclusion
- Summarize the causes or effects.
- Restate your big idea.

3. Evaluate and Revise

Review and Improve Your Paper
- Re-read your paper and use the questions below to determine how to make your paper better.
- Make changes to improve your paper.

Evaluation Questions for a Cause and Effect Explanation
1 Do you begin with a fact or question related to your big idea, or thesis?
2 Does your introduction identify your big idea and provide any needed background?
3 Do you have at least one paragraph for each cause or effect?
4 Do you include facts and details to support the connections between causes and effects?
5 Do you explain the causes or effects in order of importance?
6 Do you summarize the causes or effects and restate your big idea?

4. Proofread and Publish

Give Your Explanation the Finishing Touch
- Make sure transitional words and phrases connect causes and effects as clearly as possible.
- Check for capitalization of proper nouns, such as the names of countries and regions.
- Have someone else read your paper.

5. Practice and Apply

Use the steps and strategies outlined in this workshop to write your cause-and-effect paper. Share your paper with other students who wrote on the same topic. Compare your lists of causes or effects.