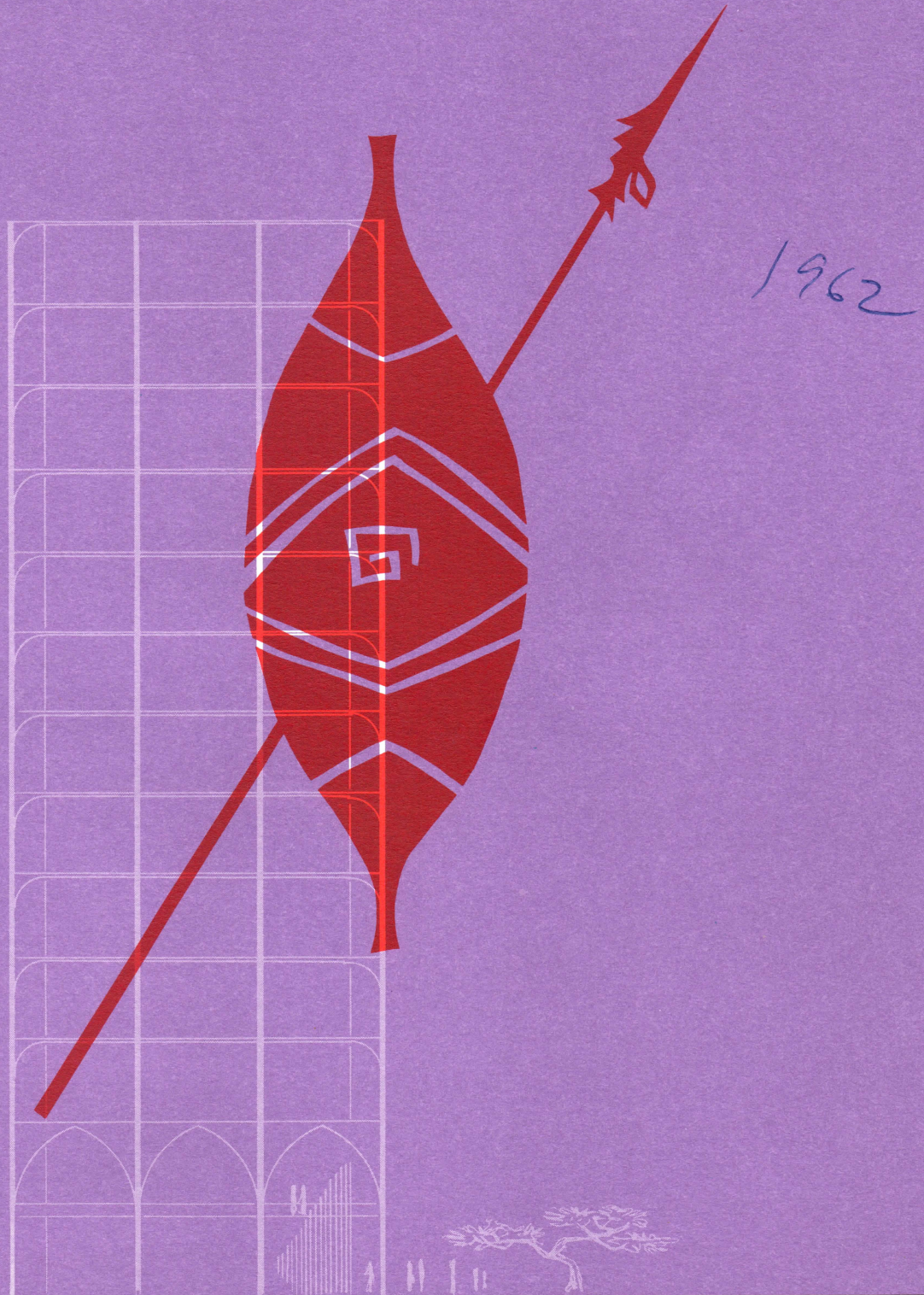


AFRICA



A TEACHING GUIDE / COMPTON'S PICTURED ENCYCLOPEDIA

*This guide was prepared for teachers
by the Department of Educational Research,
Compton's Pictured Encyclopedia.*

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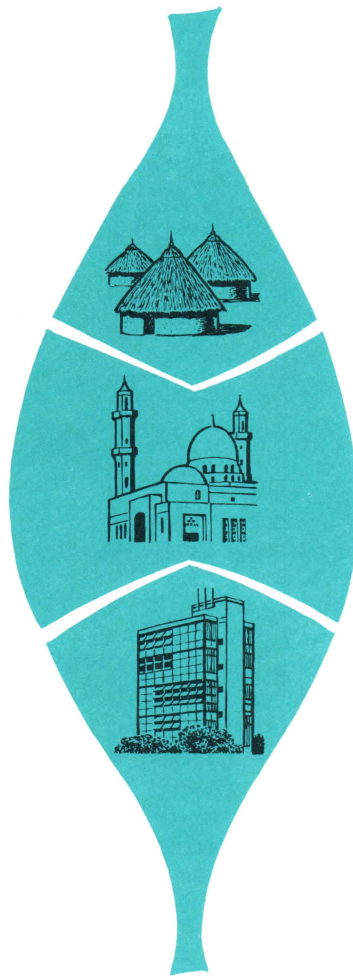
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AFRICA

The socioeconomic and political awakening of Africa since World War II has focused attention on this vast continent. The significant role of the newly formed nations in the United Nations, the march toward independence of additional areas of Africa, and other events in this continent have worldwide reverberations. Never before has it been so important for us to have accurate information about Africa and to understand the meaning of social, economic, and political changes taking place there. This guide has been prepared to aid teachers in helping their pupils obtain the information that will enable them to develop these important understandings.

SOME SUGGESTIONS FOR GRADE PLACEMENT

When Africa is included in the primary-grade program, probably it is best to limit work with the pupils in these grades to stories about African children and their families.

Most middle-grade children can profit from studies that focus upon the ways people live—their homes, food, customs, and similar topics. In some middle-grade studies the emphasis might be upon the natural life of the continent or the area studied—plants and animals and how they relate to the way people live.

In the upper grades of the elementary school and in junior high schools selected nations might be studied. This seems preferable to a limited treatment of many countries with little or no depth study of any country. Criteria for the selection of such countries will vary from class to class and from school to school.

Countries selected might be chosen on the basis of (1) differing stages of socioeconomic development: Nigeria, Sudan, Liberia; (2) differences in ethnic groups, resulting in conflicts of customs, religion, and the like: South Africa, Kenya, Algeria; (3) differences in the attitudes of European countries toward their colonial areas (or former colonies) or differences in the concepts of European countries concerning their responsibility to their colonies: Mozambique, Kenya, Federation of Rhodesia and Nyasaland, Algeria.



A STREET IN NIGERIA'S CAPITAL



SOME IMPORTANT CONCEPTS

1. Africa is largely a plateau. With a narrow coastal rim along the edges and a raised area throughout most of the rest of the continent, it resembles a plate turned upside down.
2. Variations in climate are great in the continent and even within some of the countries.
3. Africa is rich in natural resources, but this wealth is unevenly distributed among the different countries and is relatively undeveloped.
4. The deserts of Africa have long served as highways rather than as barriers.
5. There are pronounced differences among the peoples of Africa in size, color, and racial background.
6. The ways of living vary tremendously in the continent and in individual nations. Many stages of social, economic, and political development can be found in most areas.
7. Most homes are made of local materials, whether they are of mud, wood, or stone. They range from primitive huts to handsome modern houses.
8. Although farming is a major occupation and efforts are being made to introduce modern methods, most farmers still use primitive methods. Often their farms consist of from one to ten acres of land.
9. The introduction of modern methods of trans-



GRASS HUTS ON THE RUZIZI

The huts of this village are shaped to resist the hard rains of the region. The river flows into Lake Tanganyika.

portation, communication, and industrialization effected great changes in the occupations and ways of living of many Africans.

10. Africans' creative ability and their love of beauty, color, and rhythm find expression in wood-carving, sculpturing, weaving, music, dancing, and gay costumes.

11. The intense feeling of nationalism which swept the entire continent in recent years resulted in the creation of many new nations.

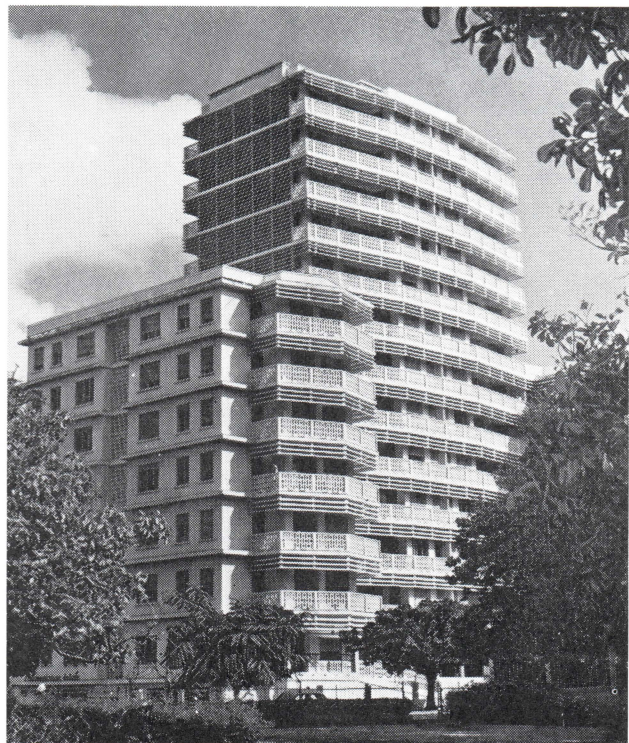
12. Forms of government in Africa range from tribal organization to democracies based upon European patterns. There are many clashes between tribal forms of society and Western ideas of community organization.

13. The race problem is crucial in some parts of Africa. It is most intense in South Africa, where the dark-skinned people outnumber the European white people three to one. It is also a major consideration in Kenya.

14. The illiteracy rate is high in most African countries—95% to 99% in many areas.

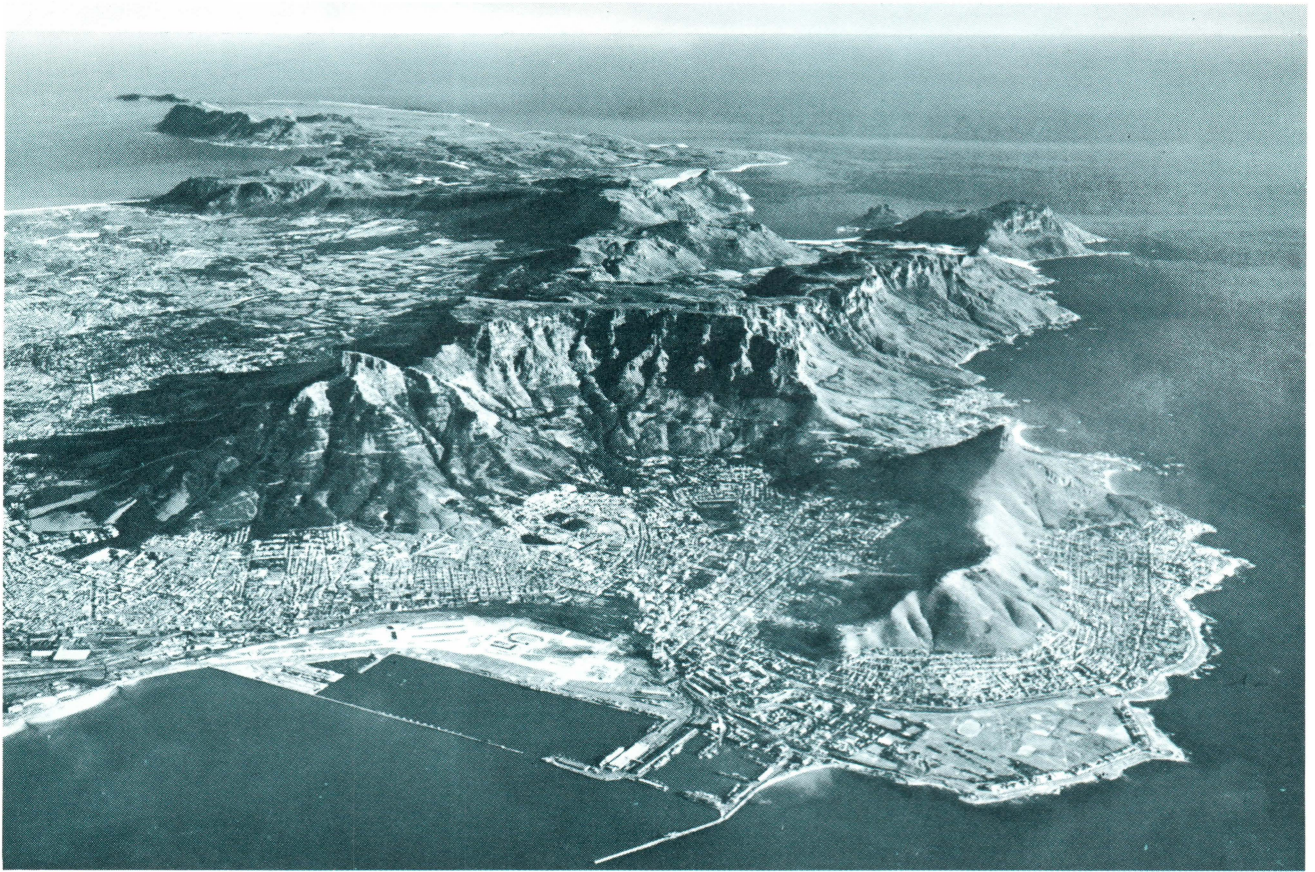
15. Poverty, malnutrition, and disease are problems which face many countries of Africa.

16. Africa is a land of striking contrasts in physical features, vegetation, climate, ways of living, education, religion, economic status of the people, architecture, methods of transportation, and forms of government.



A SKYSCRAPER IN WEST AFRICA

This gleaming white skyscraper with lacy iron balconies is an administration building in Dakar, capital of Senegal.



AN OUTLINE for the study of Africa

This outline is designed primarily for use with upper-elementary and junior-high-school pupils. For developing a study of Africa with younger pupils, the teacher may select suitable portions of the outline; also see the section of this Guide entitled Some Suggestions for Grade Placement.

An alternative suggestion for upper-elementary and junior-high-school teachers is to spend four or five days on Africa as a whole, stressing its major physical features, and then select three or four countries in different parts of the continent, using the Outline to study each in turn. Teachers skilled in committee work might have a committee for each country which is selected, the Outline serving as a guide for research.

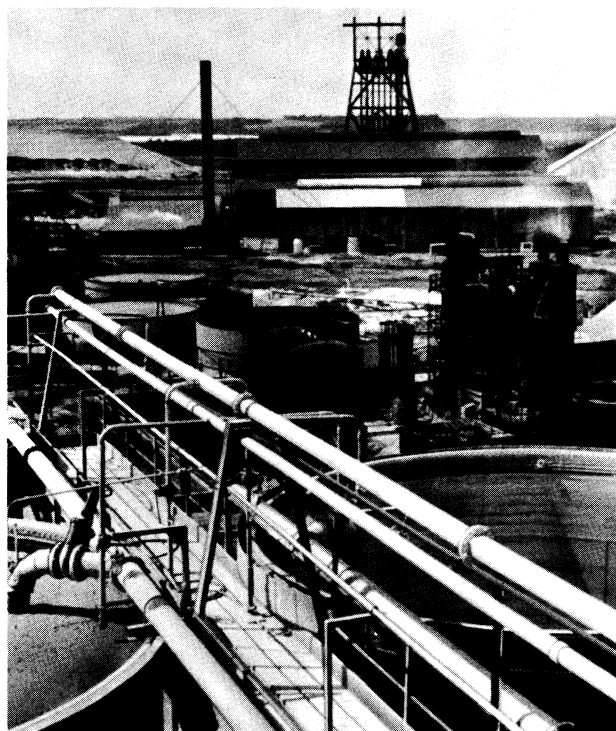
- I. The importance of Africa today
- II. The land and its influence on the ways people live
 - A. Location and size
 - B. Mountains

- C. Deserts
 - D. Plateau areas
 - E. Rivers and lakes
 - F. Coastline
- III. Plants and animals
- IV. The people
 - A. Africans
 - B. Europeans
 - C. Asians
 - D. Others
- V. Ways of living
 - A. Homes
 - B. Food
 - C. Clothing
 - D. Family life
 - E. Education
 - F. Arts, crafts, and recreation
- VI. Transportation and communication
 - A. Walking
 - B. Boats
 - C. Animals
 - D. Bicycles
 - E. Buses and automobiles

- F. Trains
- G. Airplanes
- H. Languages
- I. Drums
- J. Telephones
- K. Radios
- VII. Resources and products
 - A. Minerals
 - B. Water power
 - C. Forests
 - D. Plant products, such as:
 - 1. Lumber
 - 2. Rubber
 - 3. Oils
 - 4. Grains
 - 5. Cotton
 - 6. Sisal
 - 7. Tobacco
 - 8. Vegetables
 - 9. Fruits
 - 10. Nuts
 - 11. Coffee, tea, and cacao
 - 12. Spices
 - E. Ivory
 - F. Fish
 - G. Cattle and other livestock
- VIII. Ways of earning a living
 - A. Farming
 - B. Raising and herding livestock
 - C. Fishing
 - D. Forestry
 - E. Manufacturing
 - F. Trading
 - G. Merchandising (bazaars, markets, stores)
 - H. Public and domestic service
 - I. Building and other construction work
- IX. Villages and cities
- X. Government
 - A. Kinds
 - 1. Tribal
 - 2. Local
 - 3. National
 - 4. Federations
 - B. Relationship to the United Nations
 - C. Some political leaders
- XI. Religions
 - A. Animism
 - B. Islam (Mohammedanism)
 - C. Christianity
 - D. Hinduism
 - E. Others
- XII. History
- XIII. Relationships with other parts of the world
- XIV. Some current problems

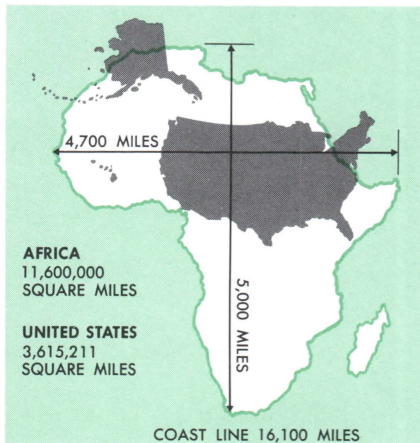


MODERN FARMING IN EAST AFRICA

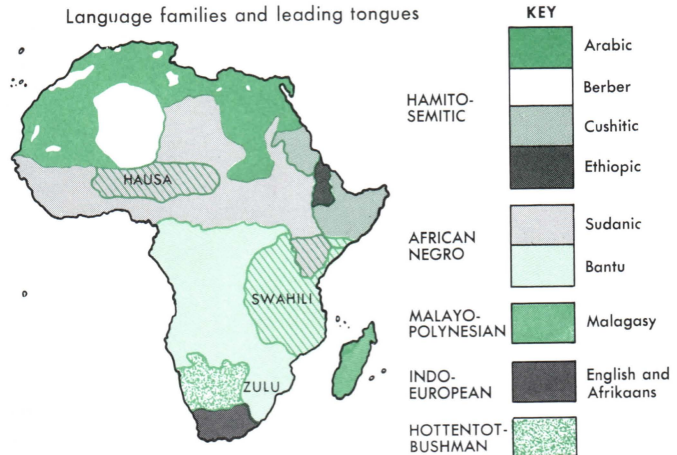


GOLD AND URANIUM MINING IN SOUTH AFRICA

AFRICA IS ABOUT THREE TIMES LARGER THAN THE UNITED STATES



LANGUAGES OF AFRICA



SOME PERTINENT FACTS ABOUT AFRICA

1. Africa is a huge continent, more than three times as large as the United States. The Sahara alone is about the size of the United States.
2. Most of Africa lies in the tropics.
3. This continent is largely a land of forest, grass-land, and deserts. There are some tropical rain forests.
4. Africa has four large rivers: the Nile, the Congo, the Niger, and the Zambezi.
5. In area Africa is the second largest continent. In population it ranks fourth.
6. Native Africans include Negroid and Caucasoid peoples. Many Africans today are a mixture of these races. The Negroid people make up more than five-sixths of the total population.



THE SAHARA



VICTORIA FALLS

7. There are hundreds of tribes of Africans. Some tribes are very small; others are very large.

8. The "white" people in Africa are usually called Europeans even though they may not have been born in Europe. The population includes also Asians and people from the Middle East.

9. Hundreds of languages are spoken in Africa. Almost every tribe has its own language. Some languages are spoken in large areas of the continent. Many educated persons speak also some of the European languages—English, French, Portuguese.

10. Education in schools has been carried on largely by the missions. Today some countries maintain their own schools. There are universities in a few nations.

11. Great numbers of Africans are animists; Moslems represent the largest religious group; Christianity ranks third in membership.

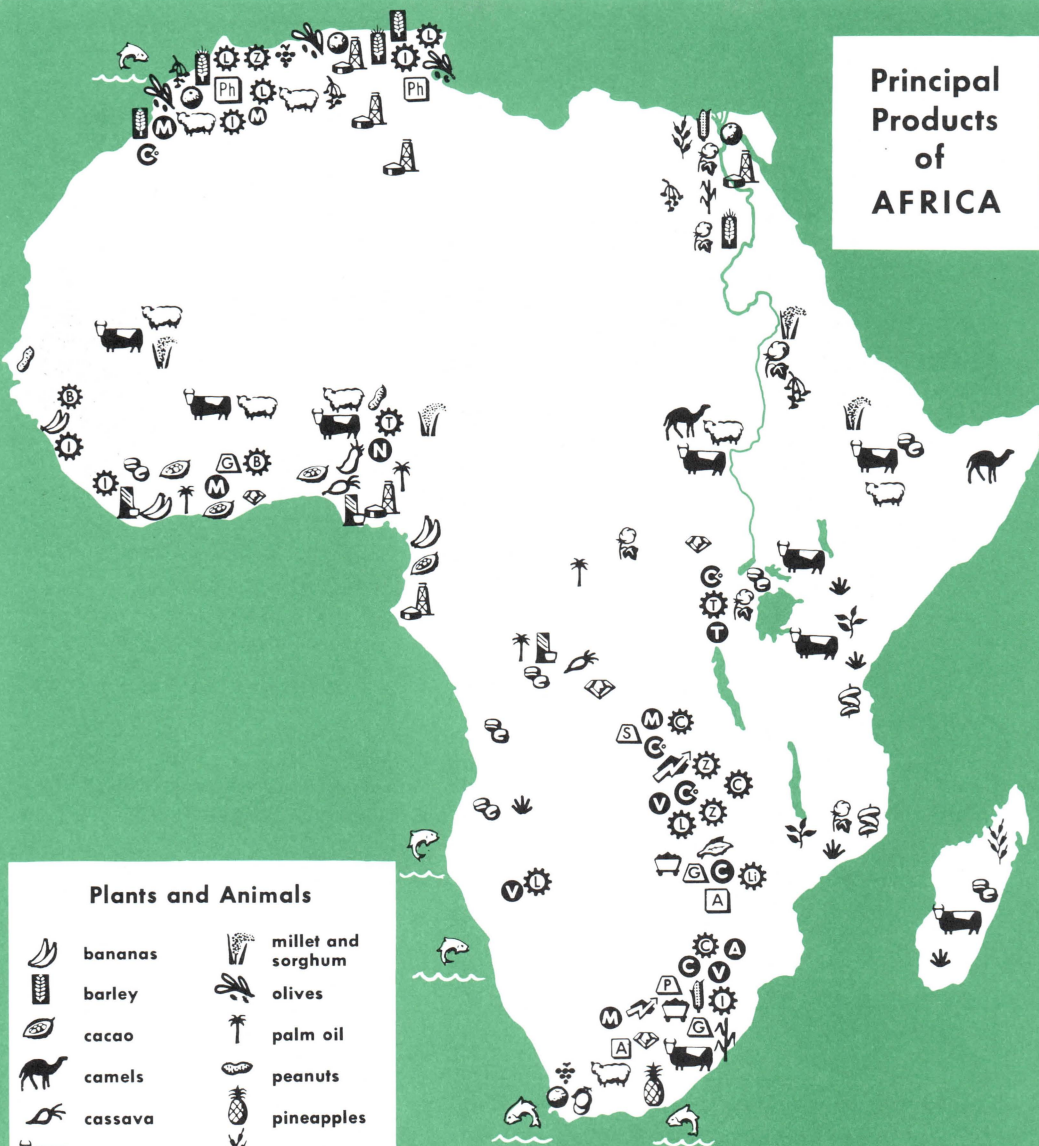
12. There are more than 50 countries and other governmental units in Africa.

13. Large cities include Accra, Alexandria, Cairo, Cape Town, Casablanca, Durban, Johannesburg, Ibadan.

14. Farms yield a wide variety of products, such as peanuts, cacao, coffee, tea, sisal, pyrethrum, palm oil, cotton, grains, fruits, and vegetables.

15. Some parts of Africa had well-developed cultures long ago, such as those that flourished in ancient Egypt and the empires of Mali, Songhai, and Ghana.

Principal Products of AFRICA



Plants and Animals

	bananas		millet and sorghum
	barley		olives
	cacao		palm oil
	camels		peanuts
	cassava		pineapples
	cattle		rice
	citrus fruit		rubber
	coffee		sheep
	copra		sisal
	corn		sugar cane
	cotton		tea
	dates		tobacco
	fish		wheat
	fruit		yams
	grapes		

Minerals

	antimony		gold		platinum
	asbestos		iron ore		silver
	bauxite		lead		tin
	chromite		lithium		tungsten
	coal		manganese		uranium
	cobalt		niobium		vanadium
	copper		oil and gas		zinc
	diamonds		phosphate rock		



AFRICA'S HIGHEST MOUNTAIN

The snowy cap of Kilimanjaro looms over the fertile farms of the East African plateau. The mountain is in Tanganyika.

SOME SUGGESTED ACTIVITIES

A large number of activities are suggested here. The teacher, or other educational leader responsible for curriculum planning, should use these suggestions as a check list of ideas from which to select those most suitable for a given group. These activities will suggest many others which will help to make the study of Africa interesting and fruitful.

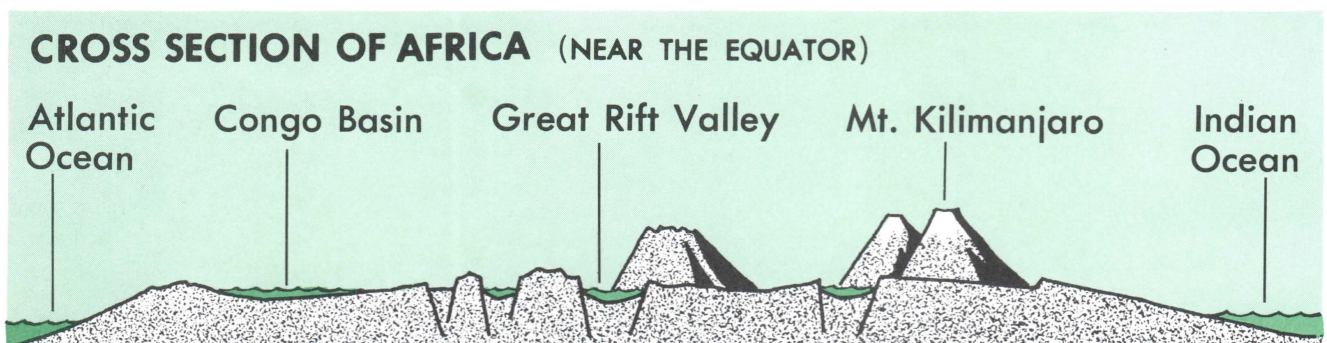
1. Make a large map of Africa to scale and superimpose on it a map of the United States drawn to the same scale to show their relative sizes.

2. Fill in on the map the chief physical features of Africa—major deserts, mountains, rivers, forests, and the like. Or make a papier-mâché map which shows these features.

3. Clip newspaper and magazine articles about events in Africa and persons in or from Africa. File these in manila folders for use during the study, arranging them according to countries or topics.

4. Draw a political map of Africa and put it on a bulletin board or blackboard. Arrange news items, selected from Activity No. 3 above, around the map and connect with ribbon or string each item with the place to which it refers or relates.

5. From newspapers and magazines at home, clip pictures of places, persons, or events in Africa. Mount these on cardboard to preserve them and for use in an opaque projector or on a bulletin board. Make sure that the pictures show modern aspects of life in Africa as well as primitive or bizarre aspects.





"Many Africans have their villages near the jungles and forests."
Drawing by Madye Lee Chastain for 'The Cow-Tail Switch', by
Harold Courlander and George Herzog (Holt).

6. Read aloud some of the folk tales of Africa or have a group of students locate and read such tales and select one or more to read to the class.

7. Obtain recordings of African folk music and play them in class. Discuss beforehand whether this music may be similar to or different from the music of the West. Give reasons for your opinions.

8. Invite a student or a visitor from Africa to talk to the class about his home in Africa, the schools of his country, customs, costumes, major occupations.

9. Obtain for use in class filmstrips or slides that show chief aspects of life in some of the countries of Africa. Be sure modern aspects of Africa are included.

10. Prepare reports about some of the tribes of Africa, such as the Yoruba of Nigeria, the Baganda of Uganda, the Ewes of Togo, the Dinka and Nuba of the Sudan, the Hadendowa of the Nubian Desert. Point out similarities and differences.

11. Make a population map of Africa. Compare the distribution of population with the distribution of rainfall and report your conclusions.

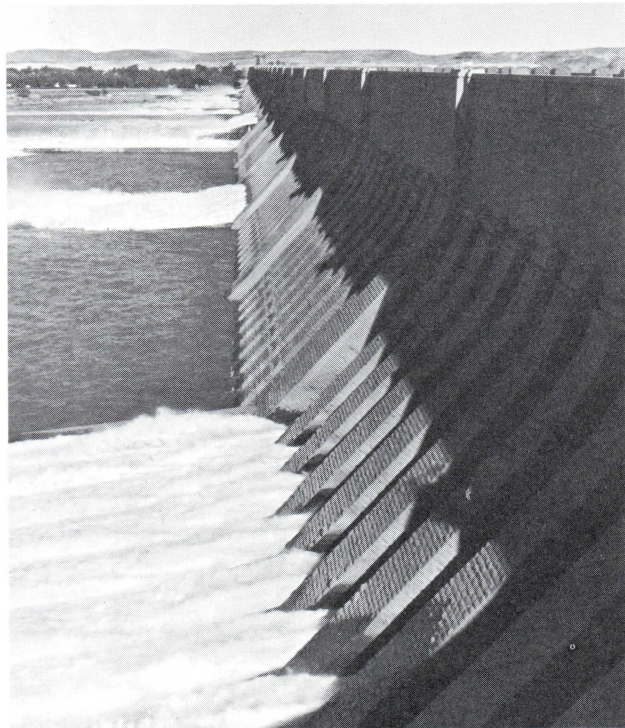
12. Find out what the chief natural resources of Africa are and in which countries they are located. List your findings for display on the blackboard or show them on a large map with an appropriate symbol for each resource.

13. Write a brief report on Africa's leading products; include information on how this continent's production of each compares with world production of the same product.

14. Collect pictures of or find out about new ports and dams which have recently been built in Africa or are under construction. Mark on one of your maps the location of the Aswan Dam and the Owen Falls Dam. Mark the location of the Zambezi River, on which the Kariba Gorge Dam has been built.

15. Discuss the purposes and importance of the dams referred to in Activity No. 14; also the purpose and importance of the Sennar Dam in the Sudan.

16. Divide the class into groups for the study of a few selected countries of Africa—each group to study one country. From the Outline in this Guide, select topics for each group's research.



THE GREAT ASWAN DAM

For more than 50 years Egyptian crops depended mostly on water supplied from this dam. In 1960 a huge, new dam, which will eventually replace this one, was begun at Aswan.

17. As the study progresses keep a scrapbook of findings, pictures, and suggestions for more intensive study of each country.

18. Appoint one member of each group mentioned in Activity No. 16 to impersonate a citizen of the country about which his group is studying and to give an oral report to the class about his country's form of government. Follow these reports with a class discussion of similarities and differences between the governments of these countries.

19. Make a time line of important events in a country of Africa, or in Africa as a whole. The time line might be large enough to be displayed along one side of the classroom.

20. Make a time line of chief events in the history of a specific country and illustrate these events with original drawings.

21. Make a mural which shows many aspects of life in one of the countries of Africa.

22. Make original drawings to illustrate Africa's various methods of transportation. Below each picture list at least one country which uses that method of transportation.

23. From newspaper and news magazine articles make a list of outstanding leaders of Africa. Obtain information about as many of these men as possible.

24. Find out about a problem which is common to several countries in Africa and report your findings to the class.

25. Compare the information given in several books about a country in Africa or about a topic included in your study of Africa. Look for similarities and differences in the accounts. Check the copyright dates of the books and explain their importance to your research.

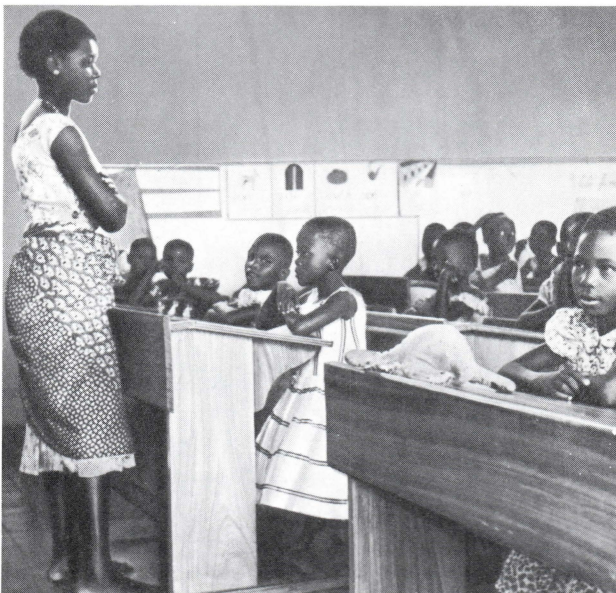
26. Compare the headlines of several newspapers about an event in Africa. If the headlines vary in their statements about the event, discuss the effect this may have on our attitudes toward Africa.

27. If possible, visit a local museum which has a display on Africa. Discover during your visit whether the collection of items on display depicts only Africa of the past or whether it includes information about present-day Africa.

28. Prepare frosted-glass slides to illustrate some of the things you have learned during your study of Africa.

29. Compile a list of words which are new to the class, such as those listed below, and write a simple definition of each:

Afrikaner	jebel
apartheid	karroo
Berber	kraal
Boer	nagana
Cape Colored	Negrillo
Copt	sakia
fellah	savanna
Fuzzy-Wuzzy	shadoof
galabia	veld



MATERIALS

for studying and teaching about Africa

Articles listed here are major articles in Compton's Pictured Encyclopedia that relate to the study and teaching of Africa. For additional material, including illustrations and tables, look up the topic or key word in the Compton Fact-Index, a section of which is at the back of each Compton volume. Volume and page number are given for each entry.

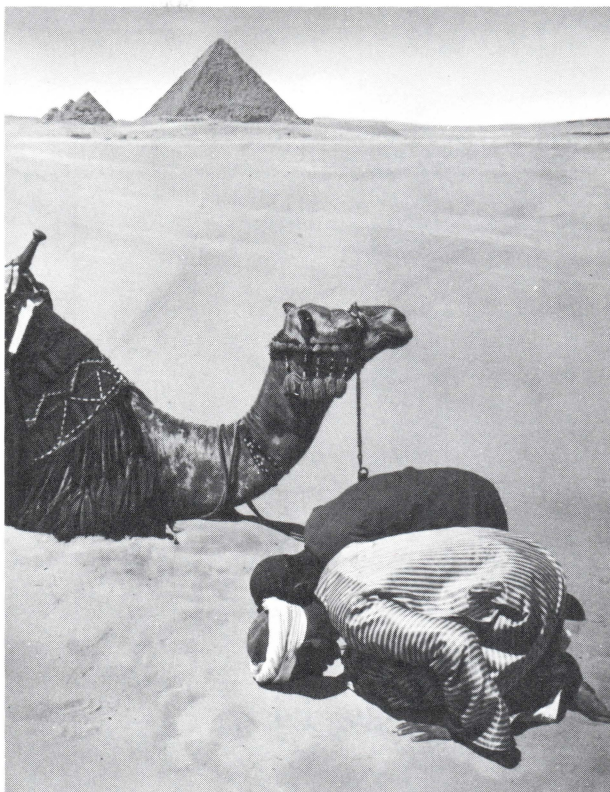
Africa, Fact Summary, and Reference-Outline

Countries:

Algeria
Congo, Republic of
Congo, Republic of the
East Africa, British
Egypt (United Arab Republic)
Ethiopia
Ghana
Kenya
Liberia
Libya
Malagasy Republic
Mali Republic
Morocco
Mozambique, or Portuguese East Africa
Nigeria
Rhodesia and Nyasaland, Federation of
South Africa, Republic of
 Cape of Good Hope Orange Free State
 Natal Transvaal
Sudan
Togo, Republic of
Tunisia
Zanzibar

Some physical features:

Atlantic Ocean
Canary Islands
Cape Verde Islands
Congo River
Indian Ocean
Madagascar
Madeira
Mauritius
Mediterranean Sea
Niger River
Nile River
Red Sea
Sahara
Tanganyika, Lake
Victoria, Lake (Victoria Nyanza)
Victoria Falls
Zambezi River



FACING TOWARD MECCA

Some major products:

Antimony
Cacao
Chromium
Cloves
Cobalt
Copper
Diamond
Gold
Ivory
Leather
Manganese
Palm oil. See Palm
Sisal
Tin
Tobacco
Tungsten (Wolfram)
Uranium

Cities:

Alexandria, Egypt
Cairo, Egypt
Cape Town, South Africa
Johannesburg, South Africa
Tangier, Morocco

Persons:

Decatur, Stephen
De Gaulle, Charles
Diaz, Bartholomew
Gama, Vasco da
Gordon, Gen. Charles George
Henry the Navigator
Kitchener of Khartum, Earl
Livingstone, David
Napoleon I
Rhodes, Cecil John
Smuts, Jan Christiaan
Stanley, Sir Henry Morton

See also shorter articles under names of persons in the Fact-Index

Other related articles:

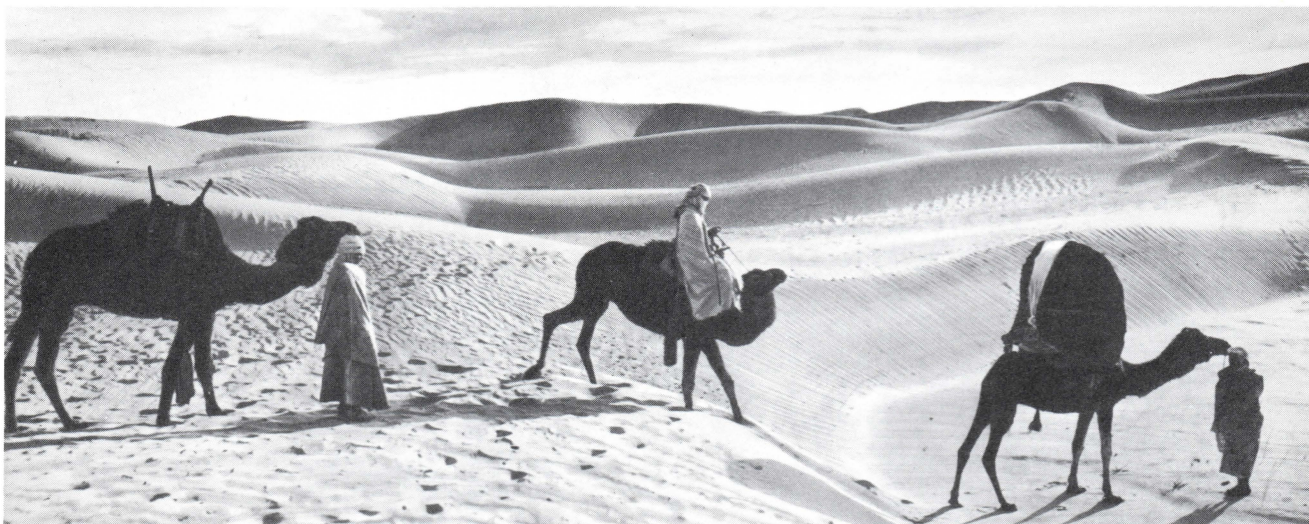
Climate
Deserts
Geology
Grasslands
Rainfall
Tsetse Fly
Aswan High Dam
Dam, subhead "Notable Foreign Dams"
Islam
Magic
Mohammed and Mohammedanism
Nomads
Pygmy
Pyramids
Slavery and Serfdom
Suez Canal

Abyssinia
Aden
Arab Federations
Arabia and the Arabs
Carthage
Egypt, Ancient
Flags
France, History of
Israel
Italy
Phoenicians
Syria
Turkey
United Nations
Boer War
Crusades
Crusading Orders
Moors
Vandals
World War II

Ancient History Reference-Outline, section "Ancient Egypt to Decline of the New Kingdom"
Pirates and Piracy

See also

Dams and Reservoirs Important in the World, table in Fact-Index
Rivers—Longest in the World, table in Fact-Index
Water Power, table
United Nations—Member States, table in Fact-Index



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ENCYCLOPEDIA, designed for classroom use, pioneered and continues a comprehensive program of research in the school and library fields, enabling its editors to know *what* material should be presented and *how* it should be presented to meet ideally school and library needs.

Based upon materials in the current edition of Compton's Pictured Encyclopedia, Compton teaching guides easily direct classroom teachers to subject matter that will:

Help *motivate student interest* in the study of the subject.

Assist the teacher in identifying and explaining *existing relationships*.

Implement the *teaching of new words, concepts, and ideas*, and often help students "observe" the "unobservable."

Serve both the teacher and students in *extending* and *supplementing* the course of study.

Provide many opportunities for the teacher to reinforce, or teach for the first time, *basic skills*—such as map reading, outlining, making or interpreting charts and graphs, finding specific answers to questions, and drawing conclusions—as well as other skills essential to learning.

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