Africa

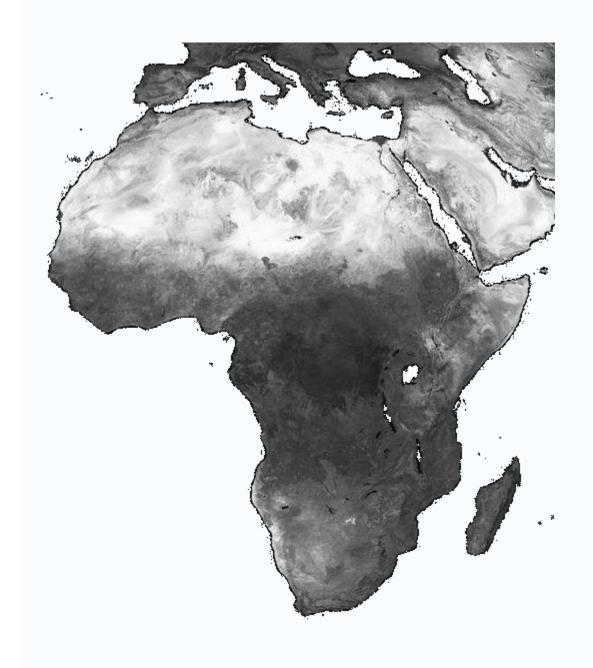


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South Dakota Standards

Third Grade U.S. History

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

3.US.2.1. Students are able to describe characteristics of a community.

Examples: language, cultures, values, rules, and laws

3.US.2.2. Students are able to identify a community's culture and history.

Example: influential people and events

Third Grade World History

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

3.W.2.1. Students are able to list the reasons why people immigrate.

Third Grade Geography

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

3.G.2.1. Students are able to identify reasons people move and how it affects their communities.

Examples: rural to urban, ghost towns, overpopulation, school consolidation

Fifth Grade World History

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Fifth Grade Geography

5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.

Fifth Grade Economics

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

5.E.1.1. Students are able to describe the role of trading in early United States history.

Examples: bartering, triangular trade

Africa is the world's second-largest and second-most populous continent, after Asia. At about 30,300,000 km² (11,700,000 mi²) including adjacent islands, it covers 5.9% of the Earth's total surface area, and 20.3% of the total land area. With more than 840,000,000 people (as of 2005) in 61 territories, it accounts for more than 12% of the world's human population.

Economy

Due largely to the effects of colonialism, corrupt governments and despotism, Africa is the world's poorest inhabited continent. According to the United Nations' Human Development Report in 2003, the bottom 25 ranked nations (151th to 175th) were all African nations.

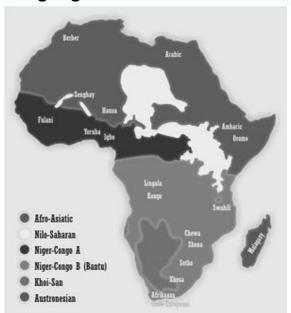
While rapid growth in China and now India, and moderate growth in Latin America, has lifted millions beyond subsistence living, Africa has gone backwards in terms of foreign trade, investment, and per capita income. This poverty has widespread effects, including lower life expectancy, violence, and instability -- factors intertwined with the continent's poverty.

Some areas, notably Botswana and South Africa, have experienced economic success, including the opening of the Johannesburg Stock Exchange. This is partly due to its wealth of natural resources, being the world's leading producer of both gold and diamonds, and partly due to its well-established legal system. South Africa also has access to financial capital, numerous markets and skilled labor, decades of apartheid left both a legacy of social and racial division, but also a very large and highly skilled white population, and first world infrastructure in much of the country. Other African countries are making comparable progress, such as Ghana, and some, like Egypt, have a longer history of commercial and economic success.

Nigeria sits on one of the largest proven oil reserves in the world and has the highest population among nations in Africa, with one of the fastest-growing economies in the world.

From 1995 to 2005, economic growth picked up, averaging 5% in 2005. However some countries experienced much higher growth (10+%) in particular, Angola, Sudan and Equatorial Guinea, all three of which have recently begun extracting their petroleum reserves.

Languages



Map showing the distribution of African language families and some major African languages. Afro-Asiatic extends from the Sahel to Southwest Asia. Niger-Congo is divided to show the size of the Bantu subfamily.

By most estimates, Africa contains well over a thousand languages. There are four major language families native to Africa.

- The *Afro-Asiatic* languages are a language family of about 240 languages and 285 million people widespread throughout East Africa, North Africa, the Sahel, and Southwest Asia.
- The *Nilo-Saharan* language family consists of more than a hundred languages spoken by 30 million people. Nilo-Saharan languages are mainly spoken in Chad, Ethiopia, Kenya, Sudan, Uganda, and northern Tanzania.
- The Niger-Congo language family covers much of Sub-Saharan Africa and is probably the largest language family in the world in terms of different languages. A substantial number of them are the Bantu languages spoken in much of sub-Saharan Africa.
- The Khoisan languages number about 50 and are spoken in Southern Africa by approximately 120 000 people. Many of the Khoisan languages are endangered. The Khoi and San peoples are considered the original inhabitants of this part of Africa.

With a few notable exceptions in East Africa, nearly all African countries have adopted official languages that originated outside the continent and spread through colonialism or human migration. For example, in numerous countries English and French are used for communication in the public sphere such as government, commerce, education and the media. Arabic, Portuguese, Afrikaans and Malagasy are other examples of originally non-African languages that are used by millions of Africans today, both in the public and private spheres.

Territories and regions

The countries in this table are categorised according to the scheme for geographic subregions used by the United Nations, and data included are per sources in crossreferenced articles. Where they differ, provisos are clearly indicated.

Algeria Gabon Niger Angola Gambia Nigeria Reunion Ghana Benin Rwanda Botswana Guinea Guinea-Bissaau Sao Tome & Principe Burkina Faso Burundi Kenya Senegal Seychelles Cameroon Lesotho Cape Verde Liberia Central African Rep. Libya Chad Madagascar Comoros Malawi Congo (Brazzaville) Mali Congo (DRC, Zaire) Mauritania

Mauritius

Morocco

Mozambique

Sierra Leone Somalia South Africa Sudan Swaziland Tanzania Togo Tunisia Uaanda Western Sahara

Equatorial Guinea Eritrea Ethiopia

Djibouti

Eavot

Cote d'Ivoire

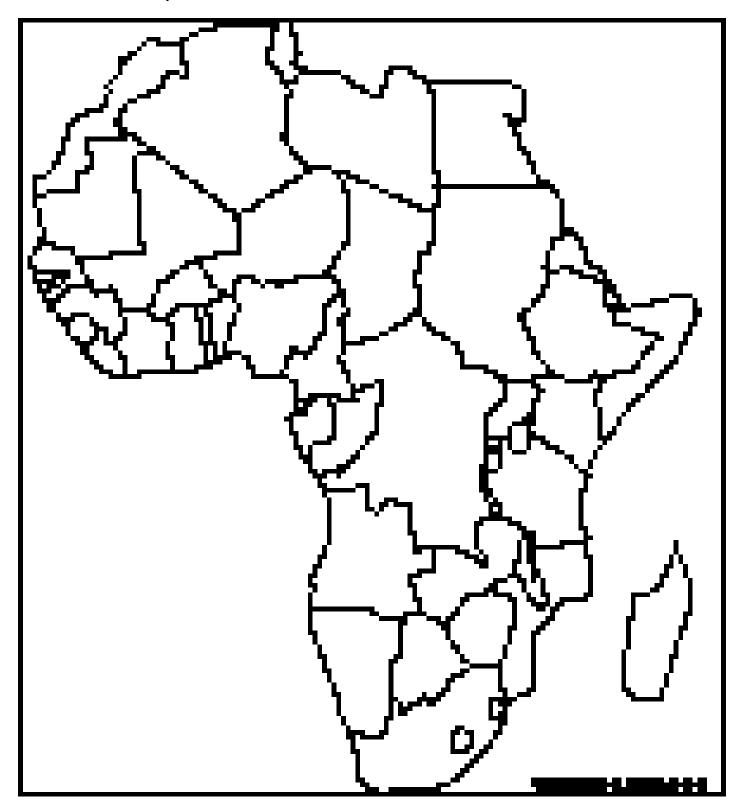
Namibia Zambia

Zimbabwe

Online Resources for Africa

- http://www.proteacher.com/090062.shtml
- http://www.childfun.com/modules.php?name=News&file=article&sid=182
- http://www.geocities.com/bamaaya/africandance1.html
- http://teacherlink.ed.usu.edu/tlresources/units/byrnes-africa/aindex.htm

Blank outlined map of Territories in Africa



Good Luck Hand (Khamsa) Craft

The khamsa is a symbol of good luck from Morocco, Africa. This good luck hand has been used as an amulet in northern Africa for centuries - it is often made from precious metal, like silver. You can make this simple version out of paper or aluminum foil. Khamsa means "five" in Arabic.



Supplies needed:

- Construction paper (optional: aluminum foil)
- Scissors
- Glue
- · Crayons, markers, or paint
- Optional: sequins, glitter, glitter glue

Trace around your hand on a piece of construction paper or aluminum foil.

Cut the tracing out and glue it to a piece of construction paper.

Decorate the hand with crayons, markers, glitter, glitter glue, glued on sequins, and/or bits of cut-up aluminum foil.

AFRICAN MASKS

Resources / Materials

- PICTURES OF AFRICAN MASKS
- FACE PATTERNS
- POSTERBOARD OR OTHER HARD PAPER
- PAINT
- BEADS

- BEANS
- VARIOUS UNCOOKED PASTA
- FEATHERS
- RAFFIA
- YARN
- OTHER APPROPRIATE ITEMS

Activities and Procedures

- 1. Explore African mask-making by viewing pictures.
- 2. Pass out face patterns.
- 3. Trace pattern on hard paper and draw mask designs, tell students that they may change facial features on masks. The pattern is only a guide for location of eyes and mouth in case they would like to wear their masks.
- 4. Paint masks and allow to dry.
- 5. Cut mask out and prepare materials that will be attached to masks.
- 6. Decorate masks.

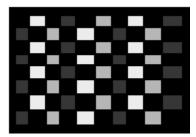
MATERIALS/RESOURCES

PICTURES OF AFRICAN SHEIELDS
POSTERBOARD OF CARDBOARD
RAFFIA
OIL PASTELS OR PAINT
BROWN PAPER BAGS OR BROWN CONSTRUCTION PAPER

PROCEDURE

- 1. HAVE STUDENTS TRACE SHIELD PATTERN ONTO CARDBOARD.
- 2. CUT OUT SHIELD SHAPE.
- 3. CRUMBLE UP HALF A PAPER BAG OR BROWN PAPER.
- 4. GLUE SHEIELD SHAPE TO BROWN PAPER AND CUT EXTRA PAPER OFF AROUND THE SHIELD SHAPE.
- 5. DECORATE SHIELD USING OIL PASTELS OR PAINT (CRAYONS ARE TOO DULL ON THE BROWN PAPER)
- 6. USE A HOLE PUNCH TO CREATE HOLES IN WHICH RAFFIA CAN BE TIED.
- 7. ATTACH A HANDLE MADE OF A RECTANGULAR STRIP OF POSTERBOARD. USE MASKING TAPE TO ATTACH THE HANDLE TO THE BACK OF SHIELD.

"Kente" Placemat

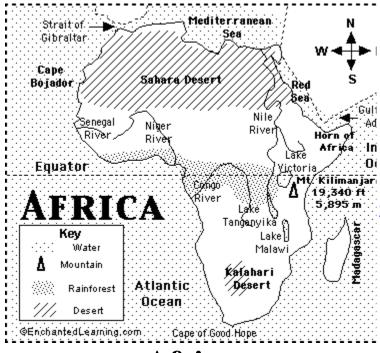


Materials

- · Pictures of Kinte cloth
- black construction paper12"X18", 1 inch strips of colored paper

Procedure

- 1. Have students fold a 12"x18" sheet of black construction paper in half.
- 2. Draw lines about an inch apart, starting at the fold and ending an inch away from the edge of the paper.
 - *Students who are use to weaving can draw other types of lines other than straight such as zig zag or wavy.
- 3. Cut on these lines.
- 4. Weave one inch strips of paper using African colors. Instruct students to use the over and under technique.
- 5. Slide each strip snugly over to the preceding strip.
- 6. Glue edges down on both sides and laminate if desired.



ZoomSchool Africa Label African Countries Printout

www.enchantedlearning.com/school/a frica

Africa

1. What ocean lies on Africa's western border?
2. What ocean lies on Africa's eastern border?
3. What sea forms Africa's northern border?
4. What sea forms Africa's northeastern border?
5. What is the name of the large island off the coast of southeastern Africa?
6. What is the name of the large African lake that lies on the equator?
7. What is the name of the major African river that flows north into the Mediterranean?
8. What is the name of the major African river that crosses the equator and flows into the Atlantic?
9. What is the name of the huge desert in northern Africa?

10. What is the name of the smaller desert in southern Africa?

African Recipes

Zaire - Peanut Soup

1 cup peanut butter (smooth style) 2 cups chicken bouillon 1/4 cup chopped onions 1/4 cup chopped tomatoes red pepper (optional)

Heat bouillon and peanut butter together in a pan slowly, stirring until the peanut butter is dissolved. Simmer about 10 minutes. Add onions and tomatoes. Simmer until onions are soft. Pour into bowls and sprinkle sparingly with hot red pepper. Serves four or enough for samples for 20.

Ghana - Beans and Rice

2 cups rice
1 cup dried white or red kidney beans water
salt to taste

Cook beans according to the package directions. When firm but thoroughly cooked, pour out excess water. Add rice, salt and water again according to package directions. As the rice steams, check it occasionally to see that there is enough water since the beans, too, will continue to cook and they may both require more. Add hot water as necessary.

Ghana - Ground Beef

1 lb. ground beef
4 medium sized onions, chopped
garlic, to taste
1 chopped green pepper
1/2 cup cooked flat green beans
2 tablespoons peanut oil
1 teaspoon red pepper
1 8 oz. can tomato sauce
salt to taste

Heat peanut oil in a pan and fry onions, garlic and peppers for five minutes. Add beef and brown it. Add tomato sauce and simmer for 20 minutes. Add flat beans and allow them to heat through. Serve over rice and beans or plain rice.

Ivory Coast - Fried Bananas

4 bananas
2 tablespoons lemon juice
3/4 cup fine crushed Corn Flakes
peanut oil
black pepper
cinnamon and sugar

Cut the bananas into quarters lengthwise and then into halves crosswise, making 8 fingers of each banana. All to stand 10 minutes covered with lemon juice. Role in crumbs and cook quickly in peanut oil 1/2 inch deep in skillet at 370 degrees until crispy brown on both sides. Bananas may be sprinkled with pepper and served as an accompaniment to meat or fish, or sprinkled with sugar and cinnamon if served as a dessert.

West Africa - Fruit Dessert

1 large pineapple banana, orange, papaya, etc. grated coconut sugar water lemon juice

Cut a large pineapple lengthwise and scoop out the flesh. Cut it into cubes, and add diced portions of other suitable fruits, as desired. Pout over the fruit mixture a syrup of sugar, water and a little lemon juice. Sprinkle with freshly grated coconut. Serve chilled.

Egypt - Yansoon

for each cup desired, use the following proportions:

3/4 cup water

1 teaspoon anise seeds

2 teaspoons sugar

Boil the ingredients together for two minutes. Pour through a strainer into cups.

South Africa - Bobotie

1 onion
1/4 cup slivered almonds
1 tbsp. olive oil
2 slices bread
1 tbsp. lemon juice
1 cup milk
pinch of salt and pepper
1 lb. ground beef
2 eggs
1 tbsp. curry powder

Preheat the oven to 350 degrees F. Cut the crusts off the bread, break it into chunks and soak it in half of the milk. Chop the onion. Heat the oil in a pan, and fry the onion over a low heat for ten minutes. Add the beef, curry powder, lemon juice, nuts, raisins, salt, and pepper to the pan. Fry until the meat is brown all over. Spoon all of it into an ovenproof dish. Beat the eggs with the rest of the milk, and pour over the mixture. Put it in the oven for 1 1/4 hours. The top of the bobotic should be set and golden brown.

Baked Bananas

4 large bananas

2 tbsp. brown sugar

1 tsp. cinnamon

2 tbsp. butter or margarine

Set the oven to 350 degrees F.

Cut the bananas in half lengthwise. Put in an ovenproof dish, with the cut sides facing up. Melt the butter in a pan over a low heat. Stir in the sugar and the cinnamon. Pour over the bananas. Cover the dish with aluminum foil and bake for 45 minutes.

African Clave Rhythms and Popular Music

Clave [Klah'-Vey]: N, Adj. One of a pair of cylindrical hardwood sticks that are used as a percussion instrument; a kind of rhythm.

Lesson Objectives: The student will be able to explain the origin of the clave rhythm, describe how it became a part of American popular music and identify the clave rhythm in examples of current popular music

Grade Level and Subject Area: 7-9 / General music, Social Studies, History

A:
$$\frac{4}{4}$$
 | $\frac{1}{1}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{4}{1}$ | $\frac{1}{1}$ | $\frac{1}{6}$ | Activities and Strategies:

- 1. Introduce students to the origin of the clave rhythm: African music. Show students a pair of claves and demonstrate the clave rhythm.
- 2. Talk about how slaves were brought from Africa to this country, South America, and Caribbean countries during the 18th and 19th Centuries. The slaves brought with them their culture and their music. Music was an important element of the slave's culture and religion. Drumming was an important element of the slave's music. The clave rhythm was usually expressed through drumming.

Many slave owners in this country suppressed drumming because they wanted to suppress the slave's cultural ties. Also, drumming was a method of long-distance communication and many slave owners wanted to eliminate contact between their slaves and the slaves of other owners.

Slaves' drumming in some South American countries, such as Brazil, and some Caribbean islands, such as Jamaica, was not suppressed. This was also the case in some places like Congo Square in New Orleans. In these places, the slaves expressed their music, including the clave rhythm. The rhythm soon found its way into the local music. In this way, African music (especially the clave rhythm) began to influence Latin music (much of Latin music comes from Brazil), Jazz (Much of Jazz originated in New Orleans), and even Reggae music (from Jamaica).

- 3. Have the students become familiar with the clave rhythm. They can express it by clapping, using claves, or using just about any rhythm instrument including homemade instruments.
- 4. Once they are familiar with the clave rhythm, students can be sgin to identify this rhythm in popular music. You can provide some examples from the list below. Students can also bring in their own examples of the clave rhythm from their personal collections of music.

Resources and Materials:

- "Iko-Iko" by the Dixie Cups (Soundtrack from *Rainman*)
- "I Just Want To Be King" (Soundtrack of The Lion King)
- songs by Carlos Santana (i.e. Black Magic Woman and Oye Como Va)
- many songs defined as "Salsa" tunes.

Songs & Chants

Vusi Drives the Kombi

Vusi drives the kombi that takes us all to school. We open all the windows so the air blows nice and cool. He hoots when he fetches us, he hoots when he goes, He hoots at the cows that are standing in the road. Vusi drives the kombi that we all love to ride. If you want to travel with us, there's lots of room inside!

note: a "kombi" [pronounced like "calm-bee"] is a small passenger van. These vehicles are used as taxis in South Africa. Most school children travel to school on these taxis. Vusi is a common Zulu name. Pronounced /voo-see/, it means "to lift up."

Walking Through Africa

Walking through Africa, what do I see? I can see inyoka looking at me.
Walking through Africa, what do I see? I can see ufudu looking at me.
Walking through Africa, what do I see? I can see indlovu looking at me.
Walking through Africa, what do I see? I can see ikhozi looking at me.

note: This is a Zulu chant the children "sing" while they stalk about. The translation would probably be closer to "walking through the bush...," but my children love to say Africa. I've translated all the words but the animals. These are as follows:

inyoka (een-yoh'-gkah) a snake ufudu (oo-foo'-doo) a tortoise, /oo/ as in fool indlovu (een-dloh'-voo) an elephant ikhozi (ee-koh'zee) an eagle

Where Is the Rain

The giraffe and the elephant went for a walk. They stopped in some shade and started to talk:

"I wish it would rain," said the giraffe with a sigh.

"I'm tired of watching the clouds pass us by!"
"Yes," said the elephant, "Where is the rain?
I wish I could eat fresh green leaves again.
The sun is so hot and the land is so dry;
When will the rain fall from the sky?"

Later in the day the sky turned grey,
The flying ants flew out to say,
"The rain is coming! We smell it in the air!
And in the distance, thunder we hear!"
The giraffe and the elephant looked up at the sky

And heard the black eagle give forth his cry, "The rain has come, The rivers will flow; The dry season is over; now the green grass will grow!"

note: Most rivers in Africa are dependent upon the rains. During the dry season they literally dry up and leave a brown, twisting snake-like path. The rainy season in KwaZulu is Summer time, when we get the most fantastic thunder storms imaginable. And these horrible flying ants always appear right before the first big storms!

Impuka nekati

Impuka nekati ziyawaleqana (repeat) Zithi nyawu, nyawu, zithi nyawu, nyawu, nyawu (repeat)

note: This is an action chant. Children stand in a circle holding hands. One child is ikati (the cat) and another is impuku (the mouse). The cat starts outside the circle, the mouse starts inside. The cat chases the mouse in and out of the circle, weaving around each child. When the chant ends the cat and mouse choose a new cat and mouse. translation: The mouse and the cat are chasing around (repeat) They say, "meow, meow." They say, "meow, meow!" (repeat) The direct translation into English seems a bit silly...we know the mouse doesn't say "meow," but in Zulu the sound of the language is more important than the accuracy of the meaning.

Lions Roar

Lions roar, eagles soar, Leopards growl, cheetahs prowl, Snakes slide, eagles glide, Lizards crawl, jackals call, Monkeys leap, snails creep, Ants heap, fledgelings cheep, Birds sing, wasps sting, Pathers stalk, people talk.

Rain Song

Imvula, Imvula (eem-voo'-lah)
Chapha, chapha, chapha (c=click sound with tongue in back of Chapha, chapha, chapha front teeth,like the sound of exasperation) (cah'-pah)
Imanz'impahla yam'
Imanz'impahla yam' (ee-mahn'zeem pah'hla yahm)
Gqum, Gqum, Liyaduduma (q=click made when pulling tongue down Gqum, gqum, liyaduduma from roof of mouth) (gqoom lee-yah doo'-mah)
Imanz'impahla yam'
Imanz'impahla yam'

note: this is a very old and traditional rain song. The translation goes like this:

"It's raining, it's raining
Chapha, chapha, chapha
Chapha, chapha, chapha (sound of the rain falling)
My clothes are getting wet,
My clothes are getting wet.
Gqum, Gqum (sound of the thunder)
There's the thunder!
Gqum, gqum,
There's the thunder!
My clothes are getting wet,
My clothes are getting wet!

Games

Mbube, Mbube

Imbube is one of the Zulu words for "lion." "Mbube" is addressing the lion, calling to him. Sort of pronounced like: mboo'-bay. In this game the lion is stalking the impala (African buck).

- All players form a circle.
- Two players start the game. One is the lion, one is the impala.
- Blindfold them both and spin them around. (Children used to just close their eyes, but the temptation to peek is so great!)
- Players in the circle start by calling the lion, "mbube, mbube!"
- The closer to the impala the lion gets the faster the chanting becomes. Likewise if the lion is far away the calling decreases, in volume as well as repetition.
- If the lion has not caught the impala within a minute a new lion is chosen. If the lion catches the impala, a new impala is chosen.

Ubuthi

Ubuthi is poison (usually made from the berries of an indigenous bush). Umuthi, on the other hand, is medicine made from plants (usually tree bark). This game, so I am told, used to be "umuthi" and the players were meant to capture the muthi and bring it home to their family. It has been corrupted to ubuthi, steal the buthi and take it home.

- Players form a circle. One person is chose to be "sebi" (the thief).
- The sebi stands in the middle of the circle with the buthi. The sebi must shout another person's name.
- Both the sebi and the "muntu" (person) try to grab the buthi.
- The player who gets the buthi first then tries to reach the spot in the circle that the muntu vacated. The player who did not get the buthi tries to tag the runner.
- The sebi for the next round is the person who either successfully makes it back to the
 place in the circle without having been tagged and with the buthi, or the one who
 successfully tagged the other player.

Mamba

A mamba is a big indigenous South African snake. There are green mambas and black mambas. Both are poisonous.

- One person is chosen as the mamba.
- An area on the playground is marked off (we usually make it 10x10 meters for 20 children).
- Everyone must stay within the marked off area. The object is to stay away from the mamba.
- At a signal the game begins.
- The snake tries to catch the players. When a player is caught that player joins the snake by placing his/her hands on the snake's shoulders or around the waist.
- Each new "catch" becomes another part of the snake's body, always adding to the snake's tail. (As the snake eats, it becomes bigger and bigger.)
- If a player leaves the designated area the player must sit down on the boundary and misses out the rest of the game.
- Only the "head" of the snake can catch new people. The snake can use its "body" to capture other players, as players may not pass between the snake's body parts.
- Game ends when all but one of the players have been caught. The last person caught becomes the next mamba!