

WK 29

SCRAMBLE FOR EMPIRE

4-6-09

READ > MAKING OF MODERN AFRICA PGS 1-45

WRITE > MINI-REPORTS + OUTLINE TO HAND IN

DUE > 4-6-09 MINI REPORTS
 4-27-09 MAPS - AFRICA
 4-27-09 TOPIC FOR RESEARCH PAPER
 5-11-09 ROUGH DRAFT " "
 5-18-09 TIME LINE
 6-1-09 FINAL PAPER

Mini-Reports AFRICAN CIVILIZATION + CULTURE

NILE... - RACHEL + JESSE	NOK... - GRACE + JOEL
GHANA... - LAUREL + JASON	HAUSA... - AZARIAH + JACK
YORUBA... - KAITLYN + JEFF	MAPONGUBWE... - EMILY + MICHAEL
KONGO... - SIABHAN + JAMIE	SWATHILI... - ALICIA + BEN

MAPS AFRICA

FOLLOW PRINTED INSTRUCTIONS ~ IT IS A SERIES OF 3 MAPS ALTOGETHER OR 1 MAP + 2 TRANSPARENCIES

1ST MAP - GEOGRAPHIC MAP
 2ND MAP - 1ST COLONIAL HOLDINGS MAP } ANSWER QUESTIONS ON
 3RD MAP - 2ND COLONIAL HOLDINGS MAP } SEPARATE PIECE OF PAPER

GENERAL INFORMATION FOR ALL GRADES

Students at all levels will be reading about Africa this week. Younger students are continuing their survey of the cultures and geography of the African continent. Their focus this week is the central and eastern regions. Dialectic and rhetoric students will add to their geographic and cultural studies the sad historical chapter of European imperialism in Africa. Rhetoric students will add still more; they will study European imperialism in India and the Far East as well.

The Scramble for Africa was foremost in the minds of Europeans during the 1880's and 1890's, but Americans were still recovering from the Civil War, stabilizing their currency, and subduing the Plains Indians, as we learned in Unit 3. Ulysses S. Grant served for two terms as President from 1869-1877. Grant had been a skilled general, but he did not do as well as President. Though he himself was probably honest, he did not seem to choose good men to serve America in government. Many members of Grant's administration proved to be dishonest men who took bribes and used their positions of trust to make money illegally. There were frequent scandals during Grant's eight years as President. This made many people disrespect Grant and all in high office. Furthermore, Grant's party—the Republicans—became divided concerning whom to support in the election of 1876. Many Republicans wanted Grant to run for a third time despite the corruption and scandals. Others wanted a new man to be elected, one who would reform the civil service.

Eventually, Rutherford B. Hayes was selected by the Republicans as a compromise candidate. Everyone thought his opponent, Democrat Samuel J. Tilden, would win. But, because of some confusion with the votes, the men were locked in a tie and an Electoral Committee was formed to decide the election. After weeks of deliberation, a bargain was struck by Democrats and Republicans that ended Reconstruction and allowed Americans to get on with life. The agreement was that Hayes would remove from the South the federal troops that had been kept there by Grant (mostly to protect the civil rights of blacks, but also because blacks overwhelmingly voted Republican when they were allowed to vote freely). Most whites in the South voted Democrat, and they were frustrated that their candidates were not being elected because of the presence of federal troops. When President Hayes kept his word and removed the troops, whites in the South did little to respect blacks' civil rights, and almost all the state governments became dominated by the Democrat Party.

President Hayes had a difficult job, and he did it with much grace. He was a sincere Christian who tried to help those who were oppressed in America—the Native Americans, Chinese immigrants, and blacks—but he made little headway. This week you will learn about his one term in office and the good he tried to do while there.

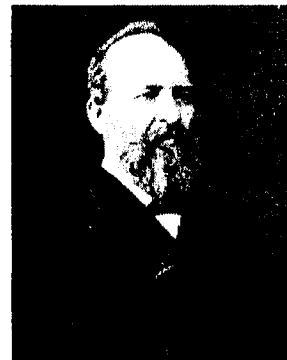
Hayes's successor and friend, James A. Garfield, followed him to the presidency. Like Hayes, he was a reformer who hoped to continue Hayes's policies of removing political corruption. Tragically, Garfield was struck by an assassin's bullet after about a month in office. He died a few months later of blood poisoning from a bullet lodged in his back. Because he died so soon, no one really knows what kind of leader President Garfield might have been.



Grant



Hayes



Garfield

Begin a three-week overview of Africa. Choose one of the two formats below. (Week 1 of 3)

- ① Depending on how much time you have and according to your teacher's direction, begin a cumulative transparency map of Africa. You might want to transform your map to a larger, poster-sized one! Start by creating the base map. You'll want to affix labels for the physical features of Africa listed on page 17.
- ② You can do the same survey of the African continent using paper. Make a notebook-sized paper map, or enlarge an outline map of Africa on poster board so that you can display it at your Unit Celebration. (See this week's Supplement 8 in which are provided both an outline map template and a resource map that shows the continent during the Age of Imperialism. You will need a resource book or atlas to label the natural landforms in this week's assignment.) Affix the labels listed on page 17 to your paper map this week.

YOUR CHOICE

Bodies of Water and Landforms of the African Continent

- | | |
|---|---|
| <input checked="" type="checkbox"/> Atlas Mountains | <input checked="" type="checkbox"/> Lake Chad |
| <input checked="" type="checkbox"/> Nile River | <input checked="" type="checkbox"/> Lake Victoria |
| <input checked="" type="checkbox"/> Congo River | <input checked="" type="checkbox"/> Lake Tanganyika |
| <input checked="" type="checkbox"/> Zambizi River | <input checked="" type="checkbox"/> Lake Malawi |
| <input checked="" type="checkbox"/> Niger River | <input checked="" type="checkbox"/> Mount Kilimanjaro |
| <input checked="" type="checkbox"/> Senegal River | |

1ST MAP
GEOGRAPHICAL MAP

Bodies of Water and Landforms of Coastal Africa

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Atlantic Ocean | <input checked="" type="checkbox"/> Red Sea | <input checked="" type="checkbox"/> EQUATOR |
| <input checked="" type="checkbox"/> Indian Ocean | <input checked="" type="checkbox"/> Madagascar | <input checked="" type="checkbox"/> GOLD COAST |
| <input checked="" type="checkbox"/> Mediterranean Sea | <input checked="" type="checkbox"/> Mozambique Channel | <input checked="" type="checkbox"/> LIBYAN DESERT |
| <input checked="" type="checkbox"/> Suez Canal | <input checked="" type="checkbox"/> Cape Verdi Islands | <input checked="" type="checkbox"/> COMORO ISLANDS |
| <input checked="" type="checkbox"/> Cape of Good Hope | <input checked="" type="checkbox"/> Madeira Islands | |
| <input checked="" type="checkbox"/> Strait of Gibraltar | <input checked="" type="checkbox"/> Canary Islands | |
| <input checked="" type="checkbox"/> Gulf of Guinea | | |

- ③ In this week's Teacher's Notes (History Background section), the map on page 33 shows the locations of many of the ancient African people groups that you read about this week. Ask your teacher to show you this map, and take a good look at it to see where these tribes were located. If you are working on a transparency map, make one or more layers for your map that show the locations of African native tribes and the locations of key mineral and natural resources, like gold or copper.

Continue your survey of the African continent this week. (Week 2 of 3)

- ① We read about the Scramble for Africa this week, and how Europeans met in Berlin to carve up the map of Africa. On either your paper or transparency map, label those regions that were apportioned to the following European countries, using either the reference map from Supplement 8 in Week 28 or a map from your printed resources.

- Belgium
- Great Britain
- France
- Portugal

2ND MAP OR TRANSPARENCY

ANSWER

- ② Compare the locations of these colonies with the locations of tribes and natural resources that you researched last week. (If you are making transparency maps, you can simply lay your map of the colonies over last week's map of the tribes and natural resources.) Which of these nations controlled...

- The most territory?
- Which people groups?
- Which mineral resources?
- Key natural resources useful for industry?

Finish your survey of the African continent this week. (Week 3 of 3)

- ① We read about the Scramble for Africa last week, and how Europeans met in Berlin to carve up the map of Africa. On either your paper or transparency map, label those regions that were apportioned to the following European countries, using either the reference map from Supplement 8 in Week 28 or a map found in your readings.

- Germany
- Italy
- Spain

3RD MAP OR TRANSPARENCY

ANSWER

- ② Compare the locations of these colonies with the locations of tribes and natural resources that you researched in Week 28, and with the shading you did last week. (Again, if you are making transparency maps, you can simply lay your map of this week's colonial holdings over your map of colonial holdings from Week 29 and your map of tribes and natural resources from Week 28.) Which of the European nations listed in this week's assignment controlled...

- The most territory?
- Which people groups?
- Which mineral resources?
- Key natural resources useful for industry?



Geography 101 Africa

