



Standards-at-a-Glance

- History-Social Science**
 Students analyze instances of nation-building in Africa, with a focus on economic challenges, resources, and population patterns.
- Analysis Skills**
CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons.
- English-Language Arts**
 Writing 2.3

Prepare to Read

Build Background Knowledge **L3**

Point out that for a country to develop, it needs to build up industry, transportation systems, public education, and health care. Have students predict why achieving these goals might be difficult in the global South.

Set a Purpose **L3**

- WITNESS HISTORY** Read the selection aloud or play the audio.

Witness History Audio CD,
Plundering Forests at Gunpoint

Ask **What problem does Yao describe?**
(*Gangs are cutting and selling teak trees.*)

How does this affect Yao's people?
(*They are much poorer because of the loss of the valuable resources.*)

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- Preview** Have students preview the Section Standards and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the concept web recording main ideas about economic, social, and environmental challenges to development in Africa.

Reading and Note Taking
Study Guide, p. 158

SECTION 2



A Nigerian child stands in front of the massive trunk of a felled ironwood tree.

WITNESS HISTORY AUDIO

Plundering Forests at Gunpoint

In Ivory Coast, also known as Côte d'Ivoire (koht dee vWAHR), civil war has allowed armed gangs to log trees that have taken hundreds of years to grow. This is having a devastating effect on local economies. Village chief Kouadio Yao (KWAH dyoh yow) told a United Nations worker of watching a nearby grove of valuable teak trees being completely destroyed. He was helpless to save it.

“If someone came with a gun, would you be able to stop them and demand that they pay for the trees? What I do know is that because of the conflict, we have lost everything.”

—Integrated Regional Information Networks (IRIN), December 23, 2004

Focus Question What challenges have African nations faced in their effort to develop their economies?

Africa Seeks a Better Future

Standards Preview

H-SS 10.10.1 Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

H-SS 10.10.2 Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

Terms, People, and Places

socialism	endangered species
desertification	Wangari Maathai
urbanization	sustainable development

Note Taking

Reading Skill: Identify Main Ideas As you read, use a concept web to record the main ideas in this section and to note details that support those main ideas.



After World War II, the emerging nations of Africa faced many challenges. A few achieved social stability and strong economic development. However, as part of the developing world, all African nations faced challenges to the economic and social welfare of their citizens, as many still do today.

Making Economic Choices

Development means building productive economies and raising standards of living. To achieve these goals, African nations had to establish industries, build transportation systems, develop resources, increase literacy, and solve problems of rural poverty. Many had little capital to invest in such projects. As a result, they had to make difficult choices about how to run their countries.

Socialism or Capitalism Many newly independent nations chose **socialism**, a system in which the government controls parts of the economy. They hoped to end foreign influence on their economies as well as the inequalities between rich and poor. But to regulate the economy, socialist governments created large bureaucracies, which generally were inefficient.

Other nations relied on capitalism, or market economies with private ownership of property, as a path to development. These countries often had more efficient economies, but they allowed more profit to be taken out of the country by foreign owners.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

Teaching Resources, Unit 4, p. 66; Teaching Resources, Skills Handbook, p. 3

High-Use Word

subsidize, p. 609

Definition and Sample Sentence

v. to support with government spending
 Local governments **subsidized** the rebuilding of houses that had been destroyed by a hurricane.

Cash Crops or Food In the early years, governments sought to increase earnings that could fund development by growing cash crops for export, such as coffee or cotton. But land used for export crops could not be used to produce food crops. As a result, countries that had once been able to feed their own people now had to import food. This was costly. Also, many nations became dependent on a single crop, such as coffee, which put their economies at the mercy of abrupt changes in the market.

Meanwhile, many governments kept food prices artificially low to prevent unrest among the urban poor. Low prices, however, discouraged local farmers from growing food crops. Governments then had to subsidize part of the cost of importing food from overseas.

🔗 **Standards Check** Why did governments promote the growth of cash crops? **H-SS 10.10.1**

Facing Obstacles to Well-Being

Developing African nations faced many obstacles to well-being. These included rapid population growth, disease, the migration of people from rural areas to cities, and damage to the environment and wildlife.

Drought Brings Starvation In the late 1900s, long droughts contributed to famine in parts of Africa. Livestock died, and farmland turned to dust. The Sahel, a semi-desert region just south of the Sahara, was especially hard hit. There, overgrazing and farming removed topsoil and sped up **desertification**, or a change from fertile land to desert. The loss of so much farmland and pasture led to famine. Food shortages continued despite international relief efforts.

AIDS Kills Millions Since the 1980s, Africa's people have faced the devastating disease AIDS (Acquired Immune Deficiency Syndrome). AIDS is caused by a deadly virus commonly called HIV. HIV damages the body's ability to fight off infections.

AIDS spread rapidly across Africa. In nations such as South Africa and Botswana, up to one third of adults were infected with HIV. In the early 2000s, the UN estimated that more than 2 million Africans died of the disease each year. Their deaths left millions of orphaned children. The loss of so many skilled and productive workers also damaged many countries' economies.

People Move to Cities Africa is the most rural continent, but it has a very high rate of **urbanization**, or movement of people from rural areas to cities. This shift has meant hardship for many. However, in much of West Africa, the growth of cities benefited women. Historically, West African women dominated urban markets as traders. The growth of urban markets increased opportunities for these women. Urbanization also brought people from different ethnic groups together in cities and helped to replace ethnic loyalties with a larger national identity. However, modern urban lifestyles weakened traditional cultures and undermined ethnic and kinship ties. Many educated Africans took pride in those traditions. Yet young urban dwellers often scorned traditional ways.

Vocabulary Builder

subsidize—(SUB suh dyz) *v.* support with government spending

Displaced by Drought

A Sudanese mother and children escape famine caused by years of drought. *How can geography affect migration patterns?*



Teach

Making Economic Choices **H-SS 10.10.1**

13

Instruct

■ **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition. Have them explain why a government might have to **subsidize** food imports.

■ **Teach** Create a two-column chart on the board, labeling one column “Socialism” and the other “Capitalism.” Have students fill in the chart with the pros and cons of each economic system. Then have students fill in pros and cons in another two-column chart, with columns labeled “Cash Crops” and “Food.”

■ **Quick Activity** Display **Color Transparency 111: Major World Industrial Regions and Mineral Resources**. Have students identify major industrial regions and places that practice subsistence farming and commercial farming. Point out that commercial farming requires capital investments in equipment. Then discuss how this would pose a challenge in developing nations.

📄 **Color Transparencies, 111**

Independent Practice

Divide the class into two groups. One group should briefly debate the issue of socialism versus capitalism in developing countries, and the other group should briefly debate the issue of cash crops versus food. Students from the group that is not debating should determine which side of the debate has the stronger argument.

Monitor Progress

As students fill in their concept webs, circulate to make sure they understand the obstacles that face developing nations in Africa. For a completed version of the concept web, see

📄 **Note Taking Transparencies, 123**

Answers

🔗 to increase national income and fund development

Caption People can be forced to migrate because of drought and other natural disasters.

Universal Access

Solutions for All Learners

1 Special Needs 2 Less Proficient Readers

Students may use the visuals in this section to learn about challenges in Africa. Have them read the headings under Facing Obstacles to Well-Being. Then ask **What obstacles does the photo on this page show?** (*drought, famine*) Then have students look at the Infographic on endangered species on the next page. Ask **What two threats to the environment are shown here?** (*poaching, urbanization*)

Use the following resources to help students acquire basic skills.

📄 **Adapted Reading and Note Taking Study Guide**

- Adapted Reading Strategies, p. 158
- Adapted Section Summary, p. 159

Facing Obstacles to Well-Being/Tanzania: A Closer Look

H-SS 10.10.1, 10.10.2

L3

Instruct

■ **Introduce: Key Terms** Ask students to find the key term *desertification* (in blue) in the text and explain its meaning. Ask them to predict the causes of desertification and explain why it is a problem. Tell students that desertification is just one of several social and environmental challenges in Africa today. Invite them to predict others.

■ **Teach** Have students create a chart on the board listing the challenges Africans face and how each issue makes development difficult for African nations. Then discuss the challenges facing Tanzania and the decisions Tanzania has made regarding capitalism versus socialism and cash crops versus food.

■ **Quick Activity** Refer students to the Infographic on endangered species on this page. Have them discuss in groups the factors that contribute to species endangerment and why some African nations might have a hard time protecting endangered wildlife. Use the Numbered Heads strategy (TE, p. T23) to have each group summarize its findings for the class.

Independent Practice

Viewpoints To help students better understand different viewpoints, have them read the selection *Saving Africa's Environment?* and complete the worksheet.

All in One Teaching Resources, Unit 4, p. 68

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Thinking Critically

1. Their habitats have been disrupted and shrunk.
2. Sample: by making the wildlife a source of jobs, and therefore worth more to local people alive than dead

✓ Advantages: increased opportunities for women in urban markets, greater diversity, development of national identity; Disadvantages: weakening of traditional culture, environmental threats

INFOGRAPHIC

ENDANGERED SPECIES

The threats to Africa's endangered species include a loss of habitats and poaching, or illegal hunting. The map below, for example, shows that most of Africa's forests have been disturbed or cut down. However, Africans have taken steps to save their rich wildlife. Earnings from tourism have given local people a stake in saving these animals' lives.



▲ Foreign demand for leopard skins has encouraged illegal killing of leopards.

Elephants have been killed ► for their valuable tusks.



▲ Africa's wildlife draw foreign tourists who provide a steady income to local guides and tour operators. This gives Africans a stake in preventing poaching.

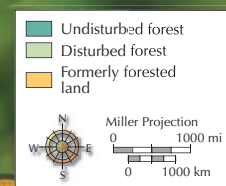
◀ African nations have set aside preserves to protect endangered species such as these mountain gorillas in Rwanda.



Thinking Critically

1. **Draw Conclusions** Based on the map at the right, how have changes in Africa's forest cover affected its forest species?
2. **Synthesize Information** How might wildlife tourism discourage poaching in Africa?

H-SS 10.10.2



Facing Environmental Threats Urbanization, farming, and logging have devoured nearly 70 percent of Africa's animal habitats. Destroyed habitats have caused many kinds of animals to become **endangered species**, or species threatened with extinction. Other animals are being killed off. Foreign demand for elephant tusks to make ivory, for example, or for rare pelts, or furs, has encouraged impoverished Africans to kill endangered animals, even when laws make this illegal.

In Kenya, an environmental activist named **Wangari Maathai** (mah THY) challenged government policy by starting the Green Belt Movement. She worked with local women on projects of **sustainable development**. This is economic development that aims to provide lasting well-being for future generations rather than short-term gains.

✓ **Standards Check** What are some advantages and disadvantages of urbanization in Africa? H-SS 10.10.2

Tanzania: A Closer Look

Tanzania has been very poor since it gained independence in the early 1960s. Fifty percent of its population lives below the poverty line. This means that half of Tanzanians do not make enough money to meet their basic needs. In 2003, the per capita income was estimated at \$290 per year.

When the country gained independence, most Tanzanians were farmers or herders. To improve life, the new government embraced what was called “African socialism.” This was based on African village traditions of cooperation and shared responsibility. The government took over banks and businesses. Farmers were encouraged to move to large villages and farm the land collectively. The goal was to increase output and sell surplus crops to towns or for export.

The government’s experiment failed, partly because farmers refused to leave their land. Farm output did not rise. This experiment also resulted in a huge and inefficient government bureaucracy. The expense of this huge bureaucracy and high oil prices plunged Tanzania into debt. In 1985, new leaders introduced economic reforms, including cutting the size of government, promoting a market economy, and encouraging foreign investment.

Today, Tanzania remains overwhelmingly agricultural. About nine tenths of Tanzanian workers work in agriculture. Over half of Tanzania’s GDP comes from agriculture. The government continues to make attempts to develop a more profitable, mixed economy. However, the country has had to rely on loans from international lenders to avoid economic crisis.

Although Tanzania remains poor, its economy also received a boost in the early 2000s from the opening of a huge new gold mine. The government planned to use profits from gold, along with foreign aid, to reduce poverty and improve services such as clean water, schools, and healthcare.

✓ **Standards Check** What economic experiments did Tanzania try after independence, and why? **H-SS 10.10.1**

BIOGRAPHY

Wangari Maathai

While working with a women’s rights group, Kenyan activist Wangari Maathai (born in 1940) came up with the idea of getting ordinary women involved in tree-planting projects. In 1977, she launched the Green Belt Movement (GBM). This grassroots organization promoted reforestation and controlled wood cutting to ensure a sustainable supply of wood fuel. The group also sought jobs for women in Kenya, Tanzania, and other East African countries. In 2004, Maathai became the first African woman to be awarded the Nobel Peace Prize. Today, Maathai continues to work with the GBM. She is also a member of Kenya’s government. **In what ways might planting trees help improve women’s lives?**



Standards Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: mza-3321

SECTION 2 Assessment

Terms, People, and Places

- For each term or person listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

- Reading Skill: Identify Main Ideas**
Use your completed concept web to answer the Focus Question: What challenges have African nations faced in their effort to develop their economies?

Comprehension and Critical Thinking

- Summarize** What obstacles kept many African nations from developing strong economies?
- Synthesize Information** Why have African nations had trouble feeding their people?
- Draw Inferences** Urbanization is a problem for many developing nations. Why do you think this is?
- Summarize** Why did Tanzania’s economic reforms fail?

Writing About History

Quick Write: Gather Information
Review the material in this section on social issues in Africa. For each problem, list the causes, the effects, and any actions that have been taken to solve that problem.

Section 2 Assessment

- Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
- debt, lack of capital, civil war, disease, urbanization, population growth, and environmental problems
- They needed capital to invest in development and had to borrow it from foreign investors.
- overpopulation, drought, civil war, dependence on cash crops, and failed socialist economies
- Urbanization puts pressure on public services. Poor countries lack money to extend these services to so many new people.
- Farmers would not leave their land for collective farms, and farm output did not rise. In addition, the government became inefficient, and the cost of government contributed to Tanzania’s increasing debt.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- All in One** Teaching Resources, Unit 4, p. 63
- To further assess student understanding, use
 - Progress Monitoring**
Transparencies, 123

Reteach

If students need more instruction, have them read the section summary.

- Reading and Note Taking Study Guide**, p. 159 L3
- Adapted Reading and Note Taking Study Guide**, p. 159 L1 L2
- Spanish Reading and Note Taking Study Guide**, p. 159 L2

Extend

L4

Display **Color Transparency 109: Kaleidoscope II** by Robert Aswani. Use the lesson suggested in the transparency book to guide a discussion on developing nations in Africa.

Color Transparencies, 109

Answers

BIOGRAPHY Sample: It gives them jobs and helps them replace the trees they cut down for fuel, giving them more trees for fuel in the future.

- ✓ African socialism and collective farming; to increase output and sell surplus crops

Standard	Assessment
H-SS 10.10.1	2, 3, 4, 5, 6
H-SS 10.10.2	6
E-LA W 2.3	Quick Write

Writing About History

Example: major cause of urban poverty is migration; effect is overcrowding, joblessness; possible action is developing higher-yielding crops so that people can make a living by farming.

For additional assessment, have students access **Standards Monitoring Online** at **Web Code mza-3321**.



Standards-at-a-Glance

- **History-Social Science**
Students analyze economic upheavals in China and nation-building in China and India, with a focus on economic challenges and the move toward individual freedom and democracy.
- **Analysis Skills**
CS1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons.
- **English-Language Arts**
Writing 2.3

Prepare to Read

Build Background Knowledge L3

Point out that China and India are among the world’s largest and most populous nations. Ask students to speculate on how this might make development more challenging.

Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

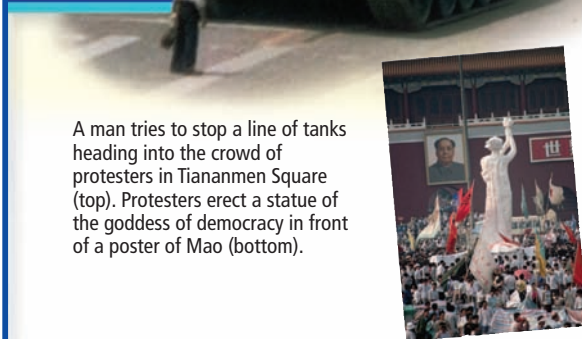
Witness History Audio CD,
A Violent Crackdown

Ask **What is the young man in front of the tanks trying to do?** (*stop the tanks*) **What does the military action in Tiananmen Square suggest about China’s government?** (*It was unwilling to tolerate a range of political views.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 3 Assessment answers.*)
- **Preview** Have students preview the Section Standards and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table listing the main ideas about reform and change in China and India.

Reading and Note Taking
Study Guide, p. 160

SECTION **3**



A man tries to stop a line of tanks heading into the crowd of protesters in Tiananmen Square (top). Protesters erect a statue of the goddess of democracy in front of a poster of Mao (bottom).

WITNESS HISTORY AUDIO

A Violent Crackdown

By the late 1980s, many Chinese citizens were protesting for more political freedom. Cheng Zhen, a student at the time, describes what she saw in Beijing’s Tiananmen (tyen ahn mun) Square on the night of June 4, 1989.

“[A]t about 2 A.M. we . . . could see that the troops were already in the square, and we quickly ran to the other side. . . . While I was running, I noticed a young man ahead of me. He picked up a bottle on the ground, and was about to throw it at the troops, angry because they were holding up their guns and firing. Suddenly, he fell to the ground. . . . He was shot. . . .”

—BBC News Online, June 2, 2004

Focus Question How do China and India compare in building strong economies and democratic governments?

China and India: Two Giants of Asia

Standards Preview

H-SS 10.9.4 Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China (e.g. the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).

H-SS 10.10.3 Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.

Terms, People, and Places

- | | |
|------------------|---------------|
| Deng Xiaoping | Mumbai |
| Tiananmen Square | Mother Teresa |
| one-child policy | dalits |
| Kolkata | |

Note Taking

Reading Skill: Identify Main Ideas As you read, make a table like this one to record the main ideas.

Reform and Change in China and India		
Type	China	India
Economic	• Free market •	
Political		

China and India are home to two-fifths of the world’s people. These two giant nations dominate Asia economically, too. Today, China is a major industrial nation. While India’s economy is smaller, it is a leading power in Asia and in the world. In the last 60 years, both nations have faced challenges to economic development. They have addressed some of these, while others remain unresolved.

China Reforms Its Economy But Limits Freedom

As you have read, Chinese leader Mao Zedong died in 1976. After Mao’s death, more moderate leaders took control of China. By 1981, **Deng Xiaoping** (dung show ping) had set China on a new path. Deng was a practical reformer, more interested in improving the economy than in political purity. “I don’t care if a cat is black or white,” he declared, “as long as it catches mice.”

Modernizing the Economy Deng’s program, the Four Modernizations, emphasized agriculture, industry, science, and defense. The plan allowed some features of a free market, such as some private ownership of property. Communes, or collectively owned farms, were also dismantled, and peasant families were allotted plots of farmland in what was called the “responsibility system.” Farmers

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

Teaching Resources, Unit 4, p. 66; Teaching Resources, Skills Handbook, p. 3

High-Use Word
disperse, p. 613

Definition and Sample Sentence

v. to break up and scatter
The police ordered the crowd to **disperse** and leave the area.