This is the fourth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is Africa south of the Sahara. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit deals with the relationship of these African nations to the cold-war struggle and their historical and cultural importance for American Negroes and for all Americans. Data on Africa presents an opportunity for testing a number of concepts, such as the role of political parties in a democracy, factors for political stability, and the factors of cultural identity for a nation. The unit examines the political, social, and economic problems and systems of three different kinds of countries: independent states dominated by Africans, those dominated by white people, and colonies. An analysis is made of the attempts to obtain more cooperation among the African states, of relations of those countries with non-African countries, and of policy issues and alternatives facing the United States. The teacher's guide is SO 006 331; other units are SO 006 332-334 and SO 006 336-338. (Author/KSH)
Grade Twelve
Unit: Africa South of the Sahara

RESOURCE UNIT

These materials were developed by the Project Social Studies Center of the University of Minnesota under a special grant from the U.S. Office of Education (Project No. HS-045)

1968
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1968
OBJECTIVES

This unit should make progress toward developing the following:

GENERALIZATIONS

1. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.
   a. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.
   b. The significance of location depends upon cultural developments both within and outside the area.
   c. The topography of a region may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.
   d. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.
   e. Climate may set up limitations upon man's activities given a specific level of technology,
   f. Types of agriculture depend upon man's perceptions, as well as upon the topography.
   g. Man changes the earth.
   h. Population distribution over the land areas and resources value until man's skill and desires.
   i. Natural resources are not evenly distributed.

2. Unevenly distributed.

3. Population is distinctive.

4. Temperature is distance from the equator, distance from war.
OBJECTIVES

... would make progress toward developing the following:

GENERALIZATIONS

1. Physical environment is not the same as ecological environment. Cultural environment is much more influential. Cultural environment is a function of society, technology, and environment.

2. Or not a country's size and not the people's size. Physical advantage of the way we live is determined by levels of technology. Physical advantage of man depends upon the probability of their goals, and their level of technology.

3. The significance of location depends upon cultural developments both within and outside the area.

4. Geography of a region may set limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

5. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

6. Man changes the character of the earth.

7. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

8. Natural resources are of little value until man acquires the skill and desire to use them.

2. Unevenly distributed phenomena form distinctive patterns on the map.

3. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies,
Ocean currents, prevailing winds, physical features which block winds from certain directions, and by air pressure systems.

a. Seasonal variations tend to be less in areas close to the equator.

5. Rainfall is affected by distance from bodies of water, ocean currents, wind direction, air pressure systems, temperature, and physical features which block winds carrying moisture.

a. Winds which blow over cold water bodies are cooled and tend to pick up moisture when they warm up as they pass over land areas which are hot.

b. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops or vegetation in these regions than in regions which are not so hot.

6. Vegetation is affected by seasonal variations in precipitation, as well as by the total amount of precipitation.

7. Soil in a particular place is affected by the type of basic rock in the region, the climate, vegetation, erosion, wind, and rivers which move soil, as well as by how man treats the soil.

8. Nature changes the face of the earth through biotic processes.

9. Water power may be used to generate electricity needed to operate machinery in factories.

10. A place needs cheap and easy transportation in order to do business with other places.

a. Improved transportation facilities make possible and bigger markets, as well as greater costs of access to resources.

11. The ability of a country to produce is limited in part by the natural resources available. A country may be able to produce more resources from other countries by selling goods and services that it can produce.

12. Specialization of industries, and countries, and countries may depend on other countries to produce certain goods and services.

a. People in most societies depend on people who live in other regions and produce certain goods and services.

13. Every area on earth contains...
8. Nature changes the face of the earth through biotic processes.

9. Water power may be used to create electricity needed to run machines in factories.

10. A place needs cheap and rapid transportation in order to carry on much trade with other places.

a. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

11. The ability of a country to produce is limited in part by available natural resources, however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

12. Specialization of individuals, regions, and countries makes for interdependence.

a. People in most societies depend on people who live in other regions and countries for certain goods and services.

13. Every area on earth contains a
combination of phenomena which share the space of places and regions. Some of these phenomena are closely interrelated, while others merely happen to be there and may have no causal dependence upon the others. Those phenomena which are tied together causally result in places and regions of distinctive character.

14. A given culture is an integrated whole, based on fundamental postulates or values.

15. Although culture is always changing, certain parts or elements persist over long periods of time.

a. Culture traits may change as a result of diffusion.

1) Peoples who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

b. Culture traits may change as a result of invention from within the society.

c. Changes in one aspect of culture will have effect on other aspects; changes whether they are in social organization, ideology, or what a part of the culture.

1) All the institutions of society are cause of this change, changes tuition are little flexible.

d. Some values are changeable; some make difficult.

e. People usually d a trait complete more likely to m fit into new sit

f. Certain aspects of social change are more difficult.

g. Those who try to change will fail if a feel is needed.

h. Attempts by outsiders to introduce change in the existing culture fail in order
of phenomena which share geographical places and regions. Some phenomena are closely interrelated, while others merely happen to occur and may have no causal relationship upon the others. Those phenomena which are tied together result in places and regions of distinctive character.

Culture is an integrated whole, the life of a society, but the fundamental postulates or basic traits may change as a result of diffusion. People who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one area to another involves the movement of cultural and material objects, resulting in changes in the area to which people migrate.

Attempts by outsiders to introduce change may fail if they fail to arouse a feeling that change is needed.

Outsiders may try to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out what values are conducive to change; some make change difficult.

Some values are conducive to change; some make change difficult.

People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

Certain aspects of the social structure may inhibit marked social change and innovation.

Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out what values are conducive to change; some make change difficult.
1. The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.

j. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflicts between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign cultural values.

16. All societies have potential conflict among their members and must work out some means of accommodating differences.

a. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

17. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values.

18. People try to work out organizations for behavior consistent with their Racism is a relatively development which has self-rationalization for discrimination against other races.

a. People try to work alizations for disc against other race.

b. Racial beliefs in held attitudes whi havior both at the and unconscious le

19. Frustration and/or self-doubts may lead to

20. Frustration may lead to

21. When caught between cures of norms and val different groups to which belongs, a person suffers strain.

22. An individual brought up in culture and then thrust other faces serious pro adjustment to the new of the resulting culture involves mental conflict.

23. Rational choice making
18. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

a. People try to work out rationalizations for discrimination against other races.

b. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

19. Frustration and/or self-hatred or self-doubts may lead to apathy.

20. Frustration may lead to aggression.

21. When caught between cross-pres- sures of norms and values of different groups to which a person belongs, a person suffers emotional strain.

22. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

23. Rational choice making (the seeking
of goals, the assessment of alternatives) is a socially-acquired skill.

24. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

25. Every political decision-maker is dependent on advice, knowledge, information, and political intelligence.

26. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.

27. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

28. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

29. Political scientists have long assumed that there are social conditions which a society must meet before it can 'make a go' of democracy; they hardly are, but most values, a community stable society, and mic well-being.

30. The community demands stability--goals competitive with the individuals.

31. One-party systems have a competitiveness dominant party, but the competitiveness likely and predictability of party competition.

32. Political parties structure and by function:
   a. The relative or decentralization within political reflect in greater centralization of authority and predictability.

33. Federalism pays a unitary systems of diversity and autonomy, but a greater price in diversity, and com-

34. The political system enjoy legitimacy if
the assessment of alter-
is a socially-acq 'red

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and the experiences of
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ich a society must meet
can 'make a go' of demo-

-5-

cracy; they hardly agree on what
they are, but most suggest common
values, a communication system, a
stable society, and a minimum econo-

30. The community demands order and
stability--goals which may be in-
compatible with the demands of

dividuals.

31. One-party systems tend to develop
a competitiveness within the domi-
nant party, but this factional
competitiveness lacks the stabili-
ty and predictability of inter-
party competition.

32. Political parties differ by struc-
ture and by function.
a. The relative centralization
or decentralization of power
within political parties re-
fects in great part the
centralization or decentrali-
ation of authority within
the political system as a whole.

33. Federalism pays greater homage than
unitary systems to local differences
and autonomy, but it also pays the
greater price in inconsistency, di-
versity, and competition.

34. The political system needs to en-
joy legitimacy if it is to survive.
35. Struggle may bring together otherwise unrelated persons and groups. If conflict abates, coalitions tend to fall apart.

36. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

37. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

38. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

39. Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.

   a. National power is affected by resources and industry as well as by military strength.

   b. Nations may pool their power behind common goals in varying systems of alliances and combinations.

40. Foreign policy considered affected by ideology, perceptions of power between countries, expectations about how other nations and domestic problems affect.

   a. The formal distinction between domestic and foreign increasingly unclear.

41. Every economic system or a lack of enough resources to satisfy all needs.

42. The fundamental difference between economic systems is in whom basic economic decisions are allocated.

   a. In a private enterprise, the market determines largely what is produced, how much is produced, and who gets what part of the product.

   b. In some societies the government or agriculture is most important in allocating resources. Such economic systems are based largely on tradition, and rely...
ideology brings together other persons and groups. Self-constituted, coalitions tend their ranks.

Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

a. The formal distinction between domestic and foreign policy is increasingly unclear.

41. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

42. The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.

a. In a private enterprise system, the market serves to determine largely what shall be produced, how it shall be produced, how much shall be produced, and who shall get what part of the production.

b. In some societies neither the government nor a market system is most important in affecting how resources are allocated. Such economic systems are based largely upon tradition, and reciprocal
relationships are combined with a market-system.

c. Economic systems are usually mixed with both public and private ownership and with decisions made both by government and by consumers and businessmen.

43. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them. (People differ in the degree to which they desire freedom of economic choice as a goal of their economic system.)

a. People's ideas about what constitutes an adequate level of living on one hand or poverty on the other, change as average living levels change and as people see what is possible.

44. Living levels in the U.S. are very high compared to those in most countries.

45. At any given time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

-7-

a. Access affects resources and or difficult limit economic.

b. Economic output by the quality labor skills quantity of

1) The quality usually in location and

2) Malnutrition affects the labor.

c. Output can be technological in development power to rep

1) Capital saving is increasing total output cause it capacity

a) The sp capacity to the great value making to ac
a. Access affects the quality of resources and lack of access or difficulty of access may limit economic development.

b. Economic output is affected by the quality of labor or labor skills as well as the quantity of labor.

1) The quality of labor is usually increased by education and training.

2) Malnutrition and illness affects the quality of labor.

c. Output can be increased by technological progress in the development of machines and power to replace manpower.

1) Capital formation through saving is a major means of increasing an economy's total output over time, because it increases production capacity.

a) The smaller the productive capacity in relationship to the population, the greater the hardship involved to consumers in making the savings needed to achieve a given growth...
rate.

d. The organizational structure of the total economy or of any large sector of it, (such as agriculture) affects efficiency of production and output.

1) Mass production needs mass markets.

46. The transitional stage prior to (economic growth) takeoff sees the growth of factors which upset the traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

SKILLS

1. Attacks problems in a rational manner.
   a. Sets up hypotheses.
   b. Identifies value-conflicts.
   c. Considers alternative course of action.
   d. Considers the relevance of each of the social sciences, and uses technical concepts useful to him analyze the problem.

2. Locates information efficiently.
   a. Skims to locate information.

   a. Reads for main ideas and answer questions.
   b. Interprets tables.
   c. Draws inferences from information.

4. Evaluates information of information.
   a. Distinguishes between facts and estimates.
   b. Identifies assumptions and inconsistencies.
   c. Compares sources of information.
   d. Recognizes limitations of the data.

5. Uses effective geography.
   a. Compares areas and contrasts with known areas a
of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

2. **Locates information efficiently.**
   a. Skims to locate information.

3. **Gathers information effectively.**
   a. Reads for main ideas or to answer questions.
   b. Interprets tables.
   c. Draws inferences from tables.

4. **Evaluates information and sources of information.**
   a. Distinguishes between facts and estimates.
   b. Identifies assumptions and inconsistencies.
   c. Compares sources of information.
   d. Recognizes limitations of data.

5. **Uses effective geographic skills.**
   a. Compares areas and distances with known areas and distances.
b. Draws inferences from maps.

6. Has a well-developed time sense.
   a. Looks for relationships among events.

7. Organizes and analyzes information and draws conclusions.
   a. Applies previously-learned concepts and generalizations to new data.
   b. Tests hypotheses against data.
   c. Generalizes from data.
   d. Having identified and defined a problem and value-conflicts and having studied the causes of the problem and possible alternative courses of action, he makes his choice among alternatives in terms of which alternative seems most likely to achieve his goals.

8. Works well with others.
   a. Is able to empathize with others.

ATTITUDES

1. Is curious about social data and wishes to read and study further in the social sciences.

2. Is committed to the formation of social attitudes.

3. Values objectivity and keeps his values from conflicting with the interpretation of evidence and values in making decisions.

4. Respects evidence even if it contradicts his preconceptions.

5. Searches for evidence, not just beliefs.


7. Is skeptical of the knowledge, considerations and theories always subject to critical examination.

8. Values knowledge for knowledge, as a means of understanding the world that he lives.

9. Is skeptical of theoretical causation in the social sciences.

10. Is skeptical of panacea.
the inferences from maps.

1. Develops time sense.

From a time sense, he analyzes information and forms previously-learned conclusions against data. He uses previously-learned conclusions to new evidence and generalizes to new hypotheses against data.

2. Is committed to the free examination of social attitudes and data.

3. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in making decisions about problems demanding action.

4. Respects evidence even when it contradicts prejudices and preconceptions.

5. Searches for evidence to disprove hypotheses, not just to prove them.


7. Is sceptical of the finality of knowledge, considers generalizations and theories as tentative, always subject to change in the light of new evidence.

8. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.

9. Is sceptical of theories of single causation in the social sciences.

10. Is sceptical of panaceas.
II. Feels a sense of responsibility for keeping informed about current problems.


13. Evaluates happenings on the basis of their effects upon individuals as human beings.

14. Desires to protect the rights of minorities.

15. Appreciates and respects the cultural contributions of other countries, races, and religions.

16. Supports freedom of thought and expression.
CONCOENSED OUTLINE OF CONTENT

I. Africa south of the Sahara is of growing importance in world affairs; the struggle between communist and democratic or between democratic and non-democratic ideologies make this area of great importance to the world.

A. Africans resent the misconceptions which Americans hold about Africa.

B. Africa is the ancestral home of a large number of American Negroes, and cultural influences upon the U.S.

C. Africa is of growing importance in world affairs.

D. At the present time both communist and non-communist countries are coalescing within the new African nations.

E. Racial problems, poverty, and internal conflicts make Africa ripe for activity of various kinds. Given the communist-non-communist conflict, a crisis in Africa could easily grow into a wider world conflict.

F. The U.S. faces serious policy decisions in its relations with Africa, and our policies will be affected by our domestic affairs as well as by those abroad.

II. Man uses his physical environment in terms of his cultural values, perception of level of technology.

A. The significance of the location of Africa south of the Sahara has had a large extent upon cultural developments, although the location has been influenced for climatic reasons.

B. Africa's coastline, the Sahara Desert, the river system with its many points of physical relief, the diseases in tropical areas, have helped make it easier to move easily across the continent. However, cultural factors have also been contributory in this down movement.
A south of the Sahara is of growing importance in world affairs; the race issue and the struggle between communist and democratic or between democratic and other forms of non-democratic ideologies make this area of great importance to the world and to the Africans. Americans resent the misconceptions which Americans hold about Africa.

Africa is the ancestral home of a large number of American Negroes, and it has had cultural influences upon the U.S.

Africa is of growing importance in world affairs.

At the present time both communist and non-communist countries are competing for influence within the new African nations.

Racial problems, poverty, and internal conflicts make Africa ripe for revolutionary activity of various kinds. Given the communist-non-communist conflict for influence, a crisis in Africa could easily grow into a wider world conflict.

The U.S. faces serious policy decisions in its relations with Africa, and the success of our policies will be affected by our domestic affairs as well as by what we do abroad.

Each uses his physical environment in terms of his cultural values, perceptions, and level of technology.

The significance of the location of Africa south of the Sahara has depended to a large extent upon cultural developments, although the location has been important for climatic reasons.

Africa's coastline, the Sahara Desert, the river system with its many rapids because of physical relief, the diseases in tropical areas, have helped make it difficult to move easily across the continent. However, cultural factors have also helped slow down movement.
C. Types of agriculture in a region depend upon a nation's cultural values, personal and technology as well as upon climate, soils, and physical relief.

D. Africa is a land of low population density; the population distribution is influenced by elevation, climate and disease, by the potential for economic activities, and by cultural values.

E. Africa is a land of great diversity of races, tribal and other ethnic groupings, languages, and religions.

F. Although some of the countries are large, Africa south of the Sahara has broken up into many very small countries which will face serious problems of achieving economic viability. The number of such small countries may also create internal instability.

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Many anthropologists believe today that man had his beginnings in Africa, and physical differences developed among the people through processes of mutation and breeding. Certainly the peoples of Africa prior to the coming of the Europeans presented a number of different types.

B. Early African history was characterized by the diffusion and adaptation of culture traits from Asia Minor and the Middle East and from India and South Asia as well as by internal invention. The people of Africa south of the Sahara had trade contacts with other peoples for thousands of years before the beginning of the explorations in the Age of Discovery.

C. The peoples of Africa established a number of powerful kingdoms and empires, and to the coming of the white men during the period of exploration. These kingdoms developed their cultures through both diffusion and invention.

D. The coming of the Europeans for trade, particularly for the slave trade, brought many changes to Africa. Part of the difficulties arising from the slave trade was in the different perceptions of slavery held by Africans and Europeans.
Agriculture in a region depend upon a nation's cultural values, perceptions, and physical relief as well as upon climate, soils, and physical relief.

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Empires of Africa established a number of powerful kingdoms and empires prior to the coming of the white men during the period of exploration. These kingdoms spread their cultures through both diffusion and invention.

Trade with the Europeans for trade, particularly for the slave trade, brought the diseases to Africa. Part of the difficulties arising from the slave trade were different perceptions of slavery held by Africans and Europeans.
E. Traditional Africa, prior to the coming of the colonizers, differed greatly in culture from Western Europe. However, some aspects were similar, partly because of diffusion which had taken place throughout the Mediterranean world. Many traits have persisted from earlier times.

F. It was not until the late 19th century that Africa was divided up into colonies by the European powers; the boundaries divided many of the tribal groups.

G. The different colonizing powers treated their colonies differently, and they also differed in the degree to which white people came to settle. Colonization brought many changes to Africa, although the original peoples maintained their earlier culture.

H. World War II gave great impetus to a movement for independence which came with growing nationalism, a reaction against colonial treatment, and the spread of freedom in part from the western world. Independence was achieved largely in a peaceful manner, but some bloody situations evolved. Not all of Africa is independent as yet.

IV. Africa south of the Sahara is divided into independent countries controlled by Africans, independent countries controlled by white minorities, and countries which remain under colonial rule. Each type of country faces some problems which are common throughout Africa.

A. The newly independent countries controlled by the Africans face the serious problem of creating a nation out of the diverse elements in the population as problems of an economic and social nature.

B. South Africa is better off economically than the other African countries which adopted very restrictive racial policies which may eventually lead to an explosion.

C. The Portuguese, British, and South Africans have different reasons for maintaining control over their remaining colonies in Africa.

V. There is a strong movement for closer relations among the African countries
Aditional Africa, prior to the coming of the colonizers, differed greatly from the culture of Western Europe. However, some aspects were similar, partly because of the fusion which had taken place throughout the Mediterranean world. Many cultural aspects have persisted from earlier times.

It was not until the late 19th century that Africa was divided up into colonies by European powers; the boundaries divided many of the tribal groups.

Different colonizing powers treated their colonies differently, and the colonies differed in the degree to which white people came to settle. Colonization brought many changes to Africa, although the original peoples maintained much of their earlier culture.

World War II gave great impetus to a movement for independence which combined a growing nationalism, a reaction against colonial treatment, and the spread of ideas of freedom in part from the western world. Independence was achieved largely in a peaceful manner, but some bloody situations evolved. Not all of Africa is independent as yet.

South of the Sahara is divided into independent countries controlled by Africans, independent countries controlled by white minorities, and countries which are under colonial rule. Each type of country faces some problems which are common to Africa.

Newly independent countries controlled by the Africans face the serious political problem of creating a nation out of the diverse elements in the population as well as problems of an economic and social nature.

South Africa is better off economically than the other African countries, but it has adopted very restrictive racial policies which may eventually lead to a racial explosion.

The Portuguese, British, and South Africans have different reasons for trying to maintain control over their remaining colonies in Africa.

There is a strong movement for closer relations among the African countries and for non-
alignment in the Cold War struggle; however, Sub-Saharan Africa is a potential for conflict among the world powers.

A. There have been strong Pan-African movements of a variety of types since independence movements began in Africa.

B. African countries have adopted a policy of non-alignment; they have tried to from both sides of the Cold War while at the same time not taking sides in the War conflict.

C. Both the Soviet Union and Communist China have granted economic aid and advice to spread communism in Africa.

D. The African countries have become important in the U.N. both because of their power and because issues related to Africa have created serious problems to be solved.

E. The U.S. faces many value-conflicts as it tries to determine its policies which affect Sub-Saharan Africa.
in the Cold War struggle; however, Sub-Saharan Africa is a potential center of conflict among the world powers.

Indo-Ceylon countries have adopted a policy of non-alignment; they have tried to get aid on both sides of the Cold War while at the same time not taking sides in the Cold Conflict.

The Soviet Union and Communist China have granted economic aid and advice and tried to spread communism in Africa.

African countries have become important in the U.N. both because of their voting power and because issues related to Africa have created serious problems to be resolved by the U.S. faces many value-conflicts as it tries to determine its policies which affect the Af-Sub-Saharan Africa.
OBJECTIVES

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

G. Conflict may be over non-economic goals.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

A. IS CURIOUS ABOUT SOCIAL DATA AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

G. Cultural traits may change as a result of diffusion.

OUTLINE OF CONTENT

I. Africa south of the Sahara is of importance in world affairs; the struggle between communist and democratic ideologies make this importance to the world and to the

A. Africans resent the misconception Americans hold about Africa.
Africa is of increasing importance in world affairs; the race issue and the struggle between communist and democratic or between democratic and other forms of non-democratic ideologies make this area of great importance to the world and to the U. S.

A. Africans resent the misconceptions which Americans hold about Africa.

B. Africa is the ancestral home of a large number of American Negroes, and it has had cultural influences upon the U. S.
TEACHING PROCEDURES

1. Give pupils a word association test in which they are asked to write down the first ten words they think of when you write "Africa" on the chalkboard. Tabulate the results. The chances are that these words will indicate that the pupils hold a number of stereotypes about Africa. Point out that some are stereotypes and not accurate pictures of Africa.

   Discuss: Why do you think many Africans resent the fact that so many Americans hold such views of their countries? Quote the African students who indicated this as one of their criticisms of America.

2. Or give pupils a pre-test to find out what misconceptions they hold about Africa. Then discuss the same question as in activity 1.

3. Have several pupils prepare a bulletin board showing "Stereotypes About Africa" on one side and "The Reality" on the other side.

4. Ask: Which countries in the world do you think have the most Africans or people of African descent? Point out that the U. S. has more citizens of African descent than any country but Nigeria. Say: Just as we studied Western Europe in the eleventh grade in part because of our cultural heritage from that part of the world, many Americans are concerned about Africa because of its relationship to the many Negroes in this country.

5. Try to have pupils identify some of the culture traits
S. Compares areas and distances with known areas and distances.

C. Africa is of growing importance in world and U. S. affairs.

1. Africa is over three times as large as the U. S. Although the population is very small, the area has the potential for growth and will become of increasing significance in world and to the U. S. in the coming decades.

Africa is not now an important market for U. S. goods, but it could become so as the population grows and

S. Sets up hypotheses.
C. Africa is of growing importance in world affairs.

1. Africa is over three times as large as the U.S. Although the population is very small, the area has the potential for growth and will become of greater and greater significance in world affairs and to the U.S. in the coming years. Africa is not now an important customer of the U.S., but it could become one as the population grows and incomes rise.
from Africa which have influenced American life. Have pupils begin such a list and expand it during the course of the unit.

6. Have pupils measure the east-west and north-south distances across Africa south of the Sahara and compare them with such distances in the U. S. Have them do this by using a string on a globe. Ask: How does the east-west distance across Africa compare with the east-west distance across the U. S.? How does the north-south distance across Africa south of the Sahara compare with the north-south distance across the U. S.?

7. Project an overlay map showing a map of the U. S. on top of a map of Africa south of the Sahara. Now place a map of North America on top of Africa south of the Sahara. Ask: How does this area south of the Sahara compare in size with the area of the U. S.? North America?

Or have a pupil prepare a graph to compare the area of Africa south of the Sahara with the area of the U. S., North America, and Europe.

8. Project two student-made pie charts showing the percentage of world land in Africa and the percentage of the world's population in Africa. Discuss: Why do you think the population is so small compared to the land size? Since the population is so small, does the future
Africa which have influenced American life. Have begin such a list and expand it during the course unit.

Pilots measure the east-west and north-south distance across Africa south of the Sahara and compare such distances in the U. S. Have them do this string on a globe. Ask: How does the east-west distance across Africa compare with the east-west distance across the U. S.? How does the north-south distance across Africa south of the Sahara compare with the north-south distance across the U. S.?

Make from equal-area map.


For single map showing N. Am. on Africa, see Kimble and Steel, Tropical Africa Today, opp. p. 7.

For figures, see Almanacs.
G. The ability of a country to produce is limited in part by available natural resources.

G. National power is affected by resources and industry as well as by military strength.

G. People in most societies depend on people who live in other regions and countries for certain goods and services.

G. Specialization of individuals, regions, and countries makes for interdependence.

G. Every area on earth contains a combination of phenomena which share the space of places and regions. Some of these phenomena are closely interrelated, while others merely happen to be there and may have no causal dependence upon the others. Those phenomena which are tied together causally result in places and regions of distinctive character.

G. The significance of location depends upon cultural developments both within and outside the area.

2. Africa has rich mineral resources needed by industrial countries. As U.S. resources dwindle, Africa becomes an even greater source of resources for the U.S.

3. Africa is of strategic military
a country to produce art by available es.

is affected by re-

societies depend on in other regions and cer-

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2. Africa has rich mineral resources which are needed by industrial countries; as U. S. resources dwindle, Africa will become an even greater source of minerals for the U. S.

3. Africa is of strategic military importance.
of Africa need to concern us? Why or why not?

9. Project a table or a graph showing mineral resources in Africa. Also project a table showing American imports of such minerals. Discuss: Why may our need to import such minerals grow? What would be the effect on the U.S. if the communist countries got control over these resources?

10. Have pupils look at a world map. Ask: Why do you think this unit will focus upon only Africa south of the Sahara instead of the continent as a whole? (Review what pupils learned in the junior high school about the culture area of North Africa.) Why is Africa of strategic importance to the U.S. and to Europe? Although Egypt and the Suez Canal and the rest of North Africa may be of more strategic importance in some ways, why would it be militarily dangerous to the U.S. and Europe if the rest of Africa were to fall under communist domination?

11. Ask: How many of you had relatives who served in North Africa during World War II? Ask these students who did
ca need to concern us? Why or why not?

Also project a table showing American im-

profit such minerals. Discuss: Why may our need to
such minerals grow? What would be the effect
U. S. if the communist countries got control
these resources?

Use as current data as
possible.

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during World War II? Ask these students who did
G. National power is affected by many factors other than military strength. (Nations may pool their power behind common goals.)

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

4. Africa's rising nationalism, resistance against colonialism, and independence movements have led to the creation of many new nations which now hold membership in the U.N., each with one or more members now holding a strong block in the U.N.

D. At the present time both communist and non-communist countries are competing for influence within the new African nations.
is affected by many other factors. Detachment and isolation from their power behind great military strength is often considered their ability to withstand foreign threats.

4. Africa's rising nationalism, reaction against colonialism, and independence movement have led to the creation of many new nations which now hold membership in the U.N., each with one vote. The members now hold a strong voting block in the U.N.

In the U.S. are very similar to those in most countries. D. At the present time both communist and non-communist countries are competing for influence within the new African nations.

About Social Data.

As, in part, a product of socialized values, the individual and the experiences making the decision.
to find out why Africa was considered important militarily during that war. If no one had a relative serving in North Africa, have a student look up and report on the military importance of Africa during that war.

12. Have pupils compare two maps, one a political map of Africa in 1945 and one a political map of Africa today. Ask: What do you notice about changes which have taken place?

Put on the chalkboard figures for the number of African members of the U. N. in 1945 and the number today. Ask: Why is this growth in numbers important for the U. S.?

13. Place on the chalkboard a series of figures on per capita income in different African states and on life expectancy rates or infant mortality rates in such states. Then place other figures on the board or show the table showing the richness of African mineral resources.

Discuss: Why do you think this poverty exists in a continent which has such rich resources? Let pupils set up hypotheses. Also discuss: What effects do you think the poverty might have upon political developments within the African countries? Upon their relations with the rest of the world?

14. Quote Woddis to the effect that the history of Africa has been "a history of robbery—robbery of African manpower, its mineral and agricultural resources, and its land." Suggest that pupils try to decide whether this statement is a good summary of African history as they study what happened in Africa in the past. They should also try to decide whether it is a good descrip-
about why Africa was considered important militarily during that war. If no one had a relative in North Africa, have a student look up and in the military importance of Africa during the war.

Pupils compare two maps, one a political map of Africa in 1945 and one a political map of Africa today. What do you notice about changes which have taken place?

Place the chalkboard figures for the number of African states of the U. N. in 1945 and the number today. Ask: Why do you think this growth in numbers important for the U. S.?

Place the chalkboard a series of figures on per capita income in different African countries and on life expectancy rates or infant mortality rates in such nations. Then place other figures on the board or show slides showing the richness of African mineral resources. Why do you think this poverty exists in a continent which has such rich resources? Let pupils hypothesize. Also discuss: What effects do you think the poverty might have upon political development within the African countries? Upon their relations with the rest of the world?

Woddis to the effect that the history of Africa is "a history of robbery--robbery of African soil, its mineral and agricultural resources, and land." Suggest that pupils try to decide whether that statement is a good summary of African history as they study what happened in Africa in the past. They also try to decide whether it is a good descrip-

Political Maps of Africa, 1945 and today.

Goldschmidt, The United States and Africa, p. 5. Check current figures.

See Woddis, Africa, The Roots of Revolt, pp. 210, 213, and others.

Also see as current data as possible.
G. Political conflict may be over economic or non-economic goals.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

E. Racial problems, poverty, and interconflicts make Africa ripe for revolutionary activity of various kinds. Given the communist-non-communist conflict for ideological purposes, a crisis in Africa could easily grow into a wider world conflict.
There are many causes of revolutions. E. Racial problems, poverty, and internal conflicts make Africa ripe for revolutionary activities of various kinds. Given the communist-non-communist conflict for influence, a crisis in Africa could easily grow into a wider world conflict.
tion of the present-day situation.

Discuss: If this statement is accurate, how is it likely to affect the African situation in the coming years? Suppose it is not accurate. Does this make any difference if the African people believe it is true? Why or why not?

15. Tell pupils just briefly about the communist charges of neo-colonialism against the U. S. Quote Brezezinski on the advantages which the communists face in a discussion of colonialism. Discuss: What possible problems does this charge or the anti-colonial feelings of Africans pose for the U. S.? Have pupils discuss possible courses of action which U. S. might take. Postpone thorough discussion until the end of unit.

Now put figures on the chalkboard for results of a poll of African students from French-speaking states in 1962 on the kind of economic system which they would like to see in their own countries. Discuss the implications of the results which showed such favorable responses to a Soviet model of economic system.

16. Read aloud the paragraph from Sterling describing the communist operations which were uncovered in Ghana after the 1966 revolt.

17. Put figures on the chalkboard to show the overwhelming number of African people as compared to white people in some of the countries such as South Africa. Then mention just one or two of the kinds of restrictions on the African people. Perhaps project several pictures showing their treatment by white people. Ask: What problems arise from this racial distribution and the present laws?
the present-day situation.

If this statement is accurate, how is it likely to affect the African situation in the coming years? If it is not accurate, Does this make any difference? Why or Why not?

Tell briefly about the communist charges of anti-colonialism against the U.S. Quote Brezinski for advantages which the communists face in a discredited colonialism. Discuss: What possible problems this charge or the anti-colonial feelings pose for the U.S.? Have pupils discuss possible courses of action which U.S. might take. Have thorough discussion until the end of unit.

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Read the paragraph from Sterling describing the operations which were uncovered in Ghana through the 1966 revolt.

Draw on the chalkboard to show the overwhelming African people as compared to white people in the countries such as South Africa. Then list one or two of the kinds of restrictions African people. Perhaps project several pictures of their treatment by white people. Ask: What arise from this racial distribution and the laws?
G. Frustration may lead to aggression.

A. VALUES HUMAN DIGNITY.

A. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Frustration may lead to aggression.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

F. The U.S. faces serious policy decisions about its relations with Africa, and the success of our policies will be affected by domestic affairs as well as by what we...
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HUMAN DIGNITY.

TO PROTECT THE RIGHTS OF
PEOPLE.

CONCERNS ABOUT SOCIAL DATA.

Aggression may lead to aggression.

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ings in one part of the

effect other parts.

decision is, in part, a product of
the internalized values, the

ions, and the experiences of
persons making the decision.

F. The U.S. faces serious policy decisions in
its relations with Africa, and the success
of our policies will be affected by our do-

cestic affairs as well as by what we do abroad.
18. Prepare a bulletin board illustrating some of the restrictions and poor treatment of African people by the white minorities. Or prepare a bulletin board showing past serious racial conflicts in Africa (e.g. Mau Mau, Sharpeville, Belgian Congo, etc.) Discuss the importance of such conflict for the peoples of Africa and for the world as a whole.

19. Show the feature film 'Cry the Beloved Country', or arrange to have a local movie theater show it and to take the class to see it. Discuss the film and the problems raised by it. Tell the pupils they should try to find out the answers to the following questions as they study this unit: What has happened in South Africa since the book upon which the film was based was written? Have conditions gotten better or worse? To what degree do other countries in Africa face similar problems?

20. Discuss: What might be the effects upon the communist-non-communist struggle in Africa if the racial problem is not solved? What implications does this have for the U. S.? Is this the only reason Americans should be concerned? Why or why not?

21. Suggest a hypothetical situation in which the Africans revolt against white domination or in which one group revolts against a current ruler. Ask: Why might such a revolt lead to a world crisis?

22. Read aloud the incident reported by Goldschmidt on the way in which a Ghana government official was treated by an American restaurant in this country. Discuss: How may our own racial problems affect our relations with Africa?
Be a bulletin board illustrating some of the relations and poor treatment of African people by white minorities. Or prepare a bulletin board showing past serious racial conflicts in Africa (e.g. Sharpeville, Belgian Congo, etc.) Discuss importance of such conflict for the peoples of Africa and for the world as a whole.

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Goldschmidt's incident reported by Goldschmidt on the incident reported by Goldschmidt on the which a Ghana government official was treated in an American restaurant in this country. Discuss: How do our own racial problems affect our relations with others?
G. The formal distinction between domestic and foreign policy is increasingly unclear.

G. Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.

G. Cultural traits may change as a result of diffusion.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. The world is a community of interdependent countries. Important happenings in one part of the world affect other parts.

S. Skims to locate information.

S. Considers alternative courses of action.

S. Recognizes limitations of data.

S. Identifies value-conflicts.

A. Is curious about social data.

1. Africans have been greatly influenced by American ideas about freedom and rights of man, yet they have also the racial discrimination in their homelands. What we do internally with our own problems will affect our relations with the new African nations.

2. Foreign policy decisions are commonly based on a conflict over competing values or interests.
1. Africans have been greatly influenced by American ideas about freedom and the rights of man, yet they have also watched the racial discrimination in the U. S. What we do internally with our own racial problems will affect our relations with the new African nations.

2. Foreign policy decisions are complicated by a conflict over competing values and interests.
23. Review with pupils the Atlantic charter and Roosevelt's statement on freedoms. Ask: What effect do you think such statements might have upon colonial peoples? What other kinds of statements and actions in the U. S. might influence Africans to work for independence? What effect do you think our racial policies will have upon Africans' willingness to believe our democratic pronouncements?

24. Prepare a bulletin board display illustrating the importance of Africa by using newspaper headlines about current situations.

25. Have pupils examine newspapers for a week to locate references to Africa. (Review techniques for skimming newspapers to locate information.) List some of the topics on the board to illustrate some of the current problems in Africa.

26. If there is a current crisis related to Africa, have pupils read about it briefly and discuss possible alternative courses of action. Ask: What additional information do you think you need before coming to any conclusions? Why?

27. Give pupils some of the questions on the Great Decisions, 1966 pre-opinion ballot or the questions on some published
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re-opinion ballot or the questions on some published
S. Considers alternative courses of action.

S. Sets up hypotheses.

S. Identifies value-conflicts.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

A. IS SCEPTICAL OF PANACEAS.

S. Identifies value-conflicts.

A. IS CURIOUS ABOUT SOCIAL DATA.

a. Since there is a struggle between democratic and forces other than communism the U. S. faces serious problems as it deals with which are controlled by.

b. At times the U. S. faces the aspect of either antagonism of the African nations or European allies. This complicates foreign policy decisions very difficult in the
alternative courses of

a. Since there is a struggle going on between democratic and non-democratic forces other than communist forces, the U. S. faces serious policy decisions as it deals with governments which are controlled by strong men.

b. At times the U. S. faces the prospect of either antagonizing some of the African nations or its European allies. This conflict makes foreign policy decision-making very difficult in the modern age.
opinion poll related to Africa. Or make up your own
questions. Save responses to check against opinions
at the end of the unit. Discuss results only briefly
at this time to point up either: (a) differences
among class members or (b) differences between the
class and public results.

28. Cite one example of an African country which has strong-
man government. Discuss: What do you think the U. S.
should do in relationship to this government? What pro-
blems are created for us regardless of what stand we
take in our relations with this country? (Do not dis-
cuss these questions thoroughly at this point, but
just raise problems and ask pupils to consider them
at more length as they study the unit.) Also discuss:
Do you think that we should expect African nations to
develop the same kind of democratic governments that
we have? Why or why not? How will our reaction to
such a question affect U. S. policy? Suggest that
pupils keep these questions in mind as they study the
unit. They will return to them in more detail after
they have developed a better background on African
affairs.

29. Ask: What did you learn last year about some of the
problems the U. S. faces in dealing with colonies or
ex-colonies of our European allies? Suggest that stu-
dents look for similar examples as they study this
unit.

30. Quote several authors on the importance of the changes
going on in Africa today and the implications of these
changes for the U. S. (See Nielsen, p. 3, paragraph 3,
or p. 10, last paragraph, and p. 11, paragraph 3, or
page 12, paragraph 3. See Shepherd, p. 190, paragraph
related to Africa. Or make up your own
eave responses to check against opinions
of the unit. Discuss results only briefly
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members or (b) differences between the
public results.

Example of an African country which has strong-
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est paragraph, and p. 11, paragraph 3, or
paragraph 3. See Shepherd, p. 190, paragraph

Nielsen, African Batteline.
Shepherd, Politics of
African Nationalism.
S. Considers the relevance of each of the social science disciplines, and uses the types of questions asked and the analytical concepts used in the relevant disciplines to help
1, and beginning of paragraph 3 or the quotation from a South African writer on page 189. Goldschmidt, quotation from Bowles on p. 13, The Annals, July, 1964, p. 120, col. 2, paragraph 2 to the effect that "Democracy is on trial....")

31. Display books about Africa and give pupils an annotated list of books. Then let them have a browsing period in which they can locate a book which they would like to read and begin reading it. Do this before pupils make a final selection of projects on which they would like to work.

32. Discuss: How does a study of Africa relate to other questions which we have studied thus far this year? What light may it throw on some of the problems we have studied earlier?

33. Give pupils an overview of the unit. Let them suggest additional questions which they wish to investigate, or let them plan the unit completely, suggesting and organizing questions to be studied and identifying individual and small group projects. Whether the unit is planned completely by pupils or whether they plan only some of the questions and activities, do the following activity (# 34). Also let pupils have some choice as to which individual and small group activities they will participate in. Make out a tentative unit calendar and tell pupils when they should plan to be ready with their projects.

34. Ask: What kinds of help do you think you can get from the different social sciences as you study American policies toward Africa? What kinds of questions would practitioners of each discipline ask? What kinds of analytical concepts would they use in examining data?
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notated list of books. Then let them have a browsing
session in which they can locate a book which they
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ties they will participate in. Make out a tentative
calendar and tell pupils when they should plan
ready with their projects.

What kinds of help do you think you can get from
different social sciences as you study American
views toward Africa. What kinds of questions would
leaders of each discipline ask? What kinds of
research concepts would they use in examining data?
analyze the problem.

A. VALUES KNOWLEDGE FOR THE SAKE OF KNOWLEDGE, AS A MEANS OF HELPING MAN UNDERSTAND THE WORLD IN WHICH HE LIVES.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

C. The significance of location depends to a large extent upon cultural developments within and outside of an area.

S. Sets up hypotheses.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Looks for relationships among events.

G. The significance of location depends to a large extent upon cultural developments within and outside of an area.

1. The importance of the southern western coasts of Africa are significant in terms of inter trade today than before the opening of the Suez Canal.

2. The location of Africa prior to the development of navigational instruments to help isolate Africa Western European penetration of trade for many years.
The problem.

A. The significance of the location of Africa south of the Sahara has depended to a large extent upon cultural developments, although the location has been important for climatic reasons.

1. The importance of the southern and western coasts of Africa are less significant in terms of international trade today than before the building of the Suez Canal.

2. The location of Africa prior to the development of navigational instruments tended to help isolate Africa from Western European penetration and even trade for many years.

Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. The significance of location depends upon cultural values, perceptions, and level of technology.

The significance of location development is physical environment, although the location has been important for climatic reasons.

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Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. The significance of location development is physical environment, although the location has been important for climatic reasons.
What advantages would a study of Africa have for these social scientists other than the practical one of helping determine foreign policy decisions related to Africa?

**Developmental Activities**

35. Have pupils look at both a world map and at a globe. Ask: What significance do you think Africa's location might have had? Let pupils set up hypotheses about possible effects to check as they proceed with this unit.

36. Project a map of Africa showing comparative distances between Liverpool and Singapore by way of Suez Canal and around the Cape. Discuss: How did the building of the Suez Canal change the significance of the Cape and other parts of West Africa?

37. Have pupils examine a map showing ocean currents and trade winds in the Atlantic. Ask: Why would it be difficult to take sailing ships down the West coast of Africa from Europe and back again if they had to sail close to shore in order to find their way? Why would the invention of navigational aids by which men could steer by the stars encourage exploration of the West Coast of Africa? Have a pupil check to find out when the early navigational inventions were made in relationship to the first efforts of Europeans to explore the West Coast of Africa. He should report back to class.

*World map, globe.*

*Deasey, et. al., The V* *Nations,* p. 880.

*World Atlas.*

would a study of Africa have for these other than the practical one of the foreign policy decisions related to

activities

Look at both a world map and at a globe. What significance do you think Africa's location has at both a world map and at a globe. Let pupils set up hypotheses about the map, globe.

Deasey, et. al., The World's Nations, p. 880.

Examine a map showing comparative distances of Africa showing comparative distances of Africa and Singapore by way of Suez Canal and Cape. Discuss: How did the building of the Suez Canal change the significance of the Cape and the Atlantic. Ask: Why would it be dif

World map, globe.


Deasey, et. al., The World's Nations, p. 880.

Examine a map showing ocean currents and the Atlantic. Ask: Why would it be dif


Examine a map showing ocean currents and the Atlantic. Ask: Why would it be dif

Have a pupil check to find out when navigational inventions were made in relation to the first efforts of Europeans to explore West Africa. He should report back to class.
S. Sets up hypotheses.

G. Culture traits may change through a process of diffusion.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. The significance of location depends to a large extent upon cultural developments within and outside of an area.

G. Temperature is affected by the distance from the equator, elevation, distance from warm water bodies, ocean currents, prevailing winds, physical features which block winds from certain directions, and by air pressure systems.

3. The location of Africa in relation to Asia Minor and India affected early cultural development.

4. The location south of a great region was far more important to modern types of transportation than it is today.

5. The location of Africa in relation to the equator has affected climate. However, the high elevations of Africa make the areas less hot than expected given their location.
3. The location of Africa in relationship to Asia Minor and India affected its early cultural development.

4. The location south of a great desert region was far more important prior to modern types of transportation than it is today.

5. The location of Africa in relationship to the equator has affected temperature. However, the high elevations in much of Africa make the areas less hot than might be expected given their location.
38. Now have pupils examine a map showing water currents and trade winds to the east of Africa. Ask: Would people coming from Asia Minor or India have had the same difficulties as those sailing from Western Europe? Why or why not? What effect might this difference have made upon trade contacts of the peoples of different parts of Africa with other parts of the world? Let pupils set up hypotheses about differences in time of extensive contacts and about what kinds of trade might have developed along the eastern African coast. They should check these hypotheses as they study the history of Africa prior to European colonization.

39. Review with pupils what they learned in the eleventh grade about the diffusion of agricultural patterns from Asia Minor to early Egypt. Ask: What path might such cultural traits follow in diffusion to southern parts of Africa? Set up hypotheses to check later.

40. Discuss: How has the significance of the Sahara Desert for Africa south of the Sahara changed as the result of modern inventions? Have a pupil investigate air traffic across the Sahara.

41. Have pupils examine a globe or a world map to notice Africa's location in relationship to the equator. Ask: What would you expect to be true about the temperatures in different parts of Africa because of Africa's location? What other factors might affect temperature? Have pupils examine a physical map of Africa to decide whether physical features might affect temperatures. Let
pupils examine a map showing water currents and winds to the east of Africa. Ask: Would sailing from Asia Minor or India have had the difficulties as those sailing from Western Europe? Why not? What effect might this difference have on trade contacts of the peoples of different Africa with other parts of the world? Let the pupils set up hypotheses about differences in time of contacts and about what kinds of trade might developed along the eastern African coast. They can check these hypotheses as they study the history of Africa prior to European colonization.

With pupils what they learned in the eleventh century the diffusion of agricultural patterns from Asia Minor to early Egypt. Ask: What path might natural traits follow in diffusion to southern Africa? Set up hypotheses to check later.

At this point pupils examine a globe or a world map to notice and recall location in relationship to the equator. Ask: What you expect to be true about the temperatures in different parts of Africa because of Africa's location? That other factors might affect temperature? Have pupils examine a physical map of Africa to decide whether physical features might affect temperatures. Let pupils...
S. Draws inferences from maps.
S. Sets up hypotheses.
S. Tests hypotheses against data.
S. Sets up hypotheses.
G. Temperature is affected by ... elevation.
G. Seasonal variations tend to be less in areas close to the equator.
G. Rainfall is affected by distance from bodies of water, ocean currents, wind direction, air pressure systems, temperature, and physical features which block winds carrying moisture.
G. Winds which blow over cold water bodies are cooled and tend to pick up moisture when they warm up as they pass over land areas which are hot.

6. The location of Africa in terms of air pressure systems and affects temperature and rainfall pattern in Africa is affected by location and air pressure systems than by nearness to water or physical features.
6. The location of Africa in terms of high and low air pressure systems and ocean currents affects temperature and rainfall. The rainfall pattern in Africa is affected more by location and air pressure systems and ocean currents than by nearness to bodies of warm water or physical features.
pupils set up hypotheses and test against a temperature map.

42. Show pictures of such mountains as Mt. Kilimanjaro or Mt. Kenya. Ask: Where would you expect to find such mountains which are snow-covered all year round? Have pupils locate them on a physical map by using an atlas index. Discuss: How can mountains be snow-covered on or so close to the equator?

43. Ask: Given the location of Africa, what would be true about the seasons in Africa south of the equator? What would be true about temperature variations from one season to another? Have pupils check temperature charts and maps.

44. Have pupils examine the physical map and try to decide what might be true about rainfall in different parts of Africa. Let them set up hypotheses on the basis of what they have learned so far. Now have them check these hypotheses against a rainfall map of Africa. The chances are that the rainfall maps will not support their hypotheses. Ask: What other factors might be important in determining the amount of rainfall?

Have pupils examine the climatic zones in Africa. Ask: What do you notice about zones north and south of the equator? Now show pupils a map showing high and low
Gather hypotheses and test against a temperature scale of such mountains as Mt. Kilimanjaro or Ask: Where would you expect to find such mountains covered all year round? Have the pupils on a physical map by using an atlas. Discuss: How can mountains be snow-covered on one to the equator?

The location of Africa, what would be true seasons in Africa south of the equator? What variations from one another? Have pupils check temperature charts

Examine the physical map and try to decide be true about rainfall in different parts of Africa. Let them set up hypotheses on the basis of what they have learned so far. Now have them check hypotheses against a rainfall map of Africa. The maps will not support hypotheses. Ask: What other factors might be important in determining the amount of rainfall?

Examine the climatic zones in Africa. Ask: What do you notice about zones north and south of the equator? Show pupils a map showing high and low rainfall.

See Millikan's Map Outlines of Africa, 8
Kimble and Steel, Tropical Africa Today, p. 17 (maps).
See Map 7 in Millikan's Map Outlines of Africa for average annual precipitation transparency.
Eiselen and Uttley, Africa, p. 12. (rainfall map-average annual).
S. Draws inferences from maps.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

G. The topography of a region may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Water power may be used to create electricity needed to run machines in factories.

B. Africa's coastline, the Sahara Desert river system with its many rapids and areas, have helped make it difficult for people to move easily across the continent. However, cultural factors have also helped stimulate movement.
The finality of Siders generalizations as tentative, not to change in the evidence.

Evidence to disprove not just to prove.

A. Density of a region may set limits upon man's activities at a specific level of physical relief, but man has learned to use the evidence of the earlier limitations.

B. Africa's coastline, the Sahara Desert, the river system with its many rapids because of physical relief, the diseases in tropical areas, have helped make it difficult to move easily across the continent. However, cultural factors have also helped slow down movement.
45. Have pupils look at a physical map of Africa. Ask: Why might Europeans have been slow in moving into the interior for trade or military domination? Let pupils set up hypotheses. Then draw their attention if necessary to the Sahara Desert. Ask: What effect might this have had? Do you think there could have been any trade across it in earlier states of technology? Why or why not? Reserve hypotheses for testing against historical data in the next part of the unit.

Call attention of pupils to the smooth coastline of Africa. (Use a wall map of if possible larger scale map of at least sections of the African coastline.) What do you notice about harbor potentials? Now locate several important natural harbors. Ask: What natural access do they have into the interior? Call attention of pupils to the great rivers. Project a map on navigable waterways in Africa. Ask: What do you notice about the rivers, including the Nile River? Compare this map with a map of rivers and lakes. Ask: Why aren't the rivers shown on the second map shown more fully in the map on navigable waterways?

Teacher may want to Hodgson and Stoneman Changing Map of Africa pp. 35-36 on coasts Nations, p. 854 (no waterways).

Deasy, et. al., Wor
As look at a physical map of Africa. Ask: Why have been slow in moving into the interior or military domination? Let pupils make hypotheses. Then draw their attention if need be to the Sahara Desert. Ask: What effect might it have had? Do you think there could have been any effect on earlier states of technology? Why? Reserve hypotheses for testing against data in the next part of the unit.

Teacher may want to read
- Deasy, et. al., World's Nations, p. 854 (navigable waterways).
G. Man changes the character of the earth.

G. Unevenly distributed phenomena form distinctive patterns on the map.

S. Sets up hypotheses.
S. Tests hypotheses against data.

C. Types of agriculture in a region depend upon a nation's cultural values, ions, and technology as well as upon climate, soils, and physical relief.

1. A large part of Africa south of Sahara has poor soils, land which is too dry or too wet, and land which is too rugged for good agricultural conditions, given present levels of technology.
Types of agriculture in a region depend upon a nation's cultural values, perceptions, and technology as well as upon climate, soils, and physical relief.

1. A large part of Africa south of the Sahara has poor soils, land which is too dry or too wet, and land which is too rugged for good agricultural conditions, given present levels of technology.

C. Types of agriculture in a region depend upon a nation's cultural values, perceptions, and technology as well as upon climate, soils, and physical relief.

1. A large part of Africa south of the Sahara has poor soils, land which is too dry or too wet, and land which is too rugged for good agricultural conditions, given present levels of technology.
If necessary, ask pupils to note the sharp rise in physical elevation close to the coast. Ask: What would this mean about navigation possibilities?

Now have a pupil give a report on difficulties of river transportation in Africa. He should note such things as sand bars at the mouths of rivers as well as specific information about navigational difficulties on the rivers. Afterwards compare the African situation with that in the U.S., Europe, Soviet Union, China, and India.

Now ask: What possible advantages might present-day Africans find in this kind of river system? How might they overcome navigational difficulties? Quote a geography text on the great potential for water power. Or show a map or a chart illustrating the water power potential in Africa as compared to that in the U.S.

46. Have a pupil report briefly on how African countries are trying to overcome their lack of good harbors.

47. Have pupils use climatic maps to try to predict natural vegetation zones in Africa. Have them check their hypotheses against a vegetation map of Africa. Use pictures to illustrate what the different areas look like.
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to illustrate what the different areas look like.
S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Vegetation is affected by seasonal variations in precipitation, as well as by the total amount of precipitation.

G. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops or vegetation in these regions than in regions which are not so hot.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

S. Sets up hypotheses.
48. Show the class figures or a map on total rainfall amounts for some parts of Africa where there are savannas. Ask: Given what we in this country would consider adequate rainfall for agriculture and trees, why don't these areas have more natural forests? Why do farmers face problems of drought? Have pupils check rainfall maps at different times of year or rainfall charts. Ask: How do these maps help us answer the questions I raised?

Then have a pupil read to see if he can find out any other reasons for lack of trees on savannas. For example, he might check on such things as the regularity of rainfall pattern, evaporation, etc.

49. Have a pupil pretend that he is a U.N. investigator for the World Health Organization. He should make a report on what he finds out about health conditions and diseases in Africa south of the Sahara. Discuss: Why is it difficult to eradicate these diseases? What effects might the prevalence of such diseases have upon the pattern of white settlement? Set up hypotheses to test later.
For a vegetation map transparency, see Millikan's Map Outlines of Africa, A 9, for pictures, see Brown, Africa.

Joy, Emerging Africa, p. 17 or Kohn and Drummond, World Today, p. 556.

Wheeler, et. al. p. 442.

G. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind; and rivers which move soil; as well as by how man treats the soil.

G. Nature changes the face of the earth through biotic processes.

S. **Sets up hypotheses.**

S. **Tests hypotheses against data.**

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

S. **Sets up hypotheses.**

S. **Tests hypotheses against data.**
50. Project a map showing the distribution of the tsetse fly. Ask: What would you expect to find true of distribution of cattle raising in Africa? Why? Have a pupil report on efforts to get rid of the tsetse fly. Or have all pupils read the case study on the tsetse fly and discuss the questions on it.

51. Have pupils review what they have learned about the climate of Africa. Let them set up hypotheses about soils in different parts of Africa. Then let them test these hypotheses against a soils map. Have a pupil do further reading about soils in the different areas and report to the class. However, first, try to get students to figure out on the basis of what they have learned in earlier years what the effects of lack of rainfall would be in very dry areas, etc.

52. Discuss: What do you think the agricultural potential is in Africa? Let pupils set up hypotheses and then read about farming in Africa today and in the past.
showing the distribution of the tsetse fly.

Did you expect to find true of distribution

growing in Africa? Why? Have a pupil report

get rid of the tsetse fly. Or have all pu-

case study on the tsetse fly and discuss

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See map in Deasy, et. al.,
World's Nations, p. 873 or
In Halley, African Survey,
pp. 875, 877 or In Kohn and
Drummond, World Today, pp.
564-65 or In Elselen and
Uttley, Africa, p. 71.

For the case study, see
Editors of Current Events,
etc., Africa, Emerging Na-
tions Below the Sahara, pp.

See map in Kohn and Drummond,
69-73 on soil types.

See also Bohannan, Africa
and the Africans, pp. 39-
40.

of the World, p. 444.
G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

G. Man changes the character of the earth.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.
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2. Cultural values and levels of technology
53. Project maps showing agricultural products in Africa. Discuss the relationship of these products to climatic and soil conditions.

54. Have a pupil give a very brief description of shifting cultivation. Ask: What do you think might be the advantages and disadvantages of such farming? Then have the pupil continue his report and point out how such techniques fit into the climatic and soil conditions where they are used.

55. Have a pupil report on the study of desert encroachment in South Africa. Discuss: What might be done to stop this desert encroachment? How has man modified the physical environment?

56. Have a pupil give a report on the Ground Nut venture in Tanganyka. Ask: What problems did the British face that they had not anticipated? What light does the venture throw on the possibilities of using European or American agricultural techniques in these areas?

57. Have a pupil give a report on cattle farmers in Uganda. He should point out the many difficulties facing such
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disadvantages of such farming? Then have the
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 Philips' Modern College
Atlas for Africa.

 Bohannan, Africa and the
Africans, pp. 40-41.

 Hailey, African Survey.

 Highsmith, Case Studies
in World Geog., pp. 3-9.

 Wheeler, et. al., Reg.
Geog. of the World, pp.
451-53.

 Gould, Continent of Change,
pp. 117-122.

 Kohn and Drummond, World
Today, p. 563.

 Stavrianos, Readings in
World Hist., pp. 819-820.
G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

S. Sets up hypotheses.

G. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.

G. Nature changes the character of the earth.
58. Or have pupils read the case study on the Masai and discuss the questions which follow it.

59. Have a pupil prepare a chart comparing dependence upon subsistence and upon commercial farming in different parts of Africa. Discuss: What do you think are the causes of the heavy reliance upon subsistence farming rather than upon commercial farming in large parts of Africa?

60. Discuss: What might be done to improve some of the areas for agricultural purposes? Have pupils set up hypotheses and then have a pupil give a report on current work being done to improve agricultural production.

Tell pupils about experiments with using sprays of petroleum residues and chemicals to harden sand surfaces in the Libyan deserts so that Eucalyptus trees could be planted and grown. (Trees were planted in 1961 and were 25 feet tall by 1966 and can probably be harvested for timber if this is desirable by 1976.) Discuss: What implications do you think this experimental project might have for Africa south of the Sahara? (Also review how the Sahara Desert was changed by nature in earlier years.)
the degree to which they were self-sufficient, levels of living. Afterwards, discuss: How do values affect these farmers in Uganda?
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G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Natural resources are of little value until man acquires the skill and desire to use them.

S. Distinguishes between facts and estimates.

G. Unevenly distributed phenomena form distinctive patterns on the map.

G. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Generalizes from data.

3. Africa is rich in mineral resources, though these are distributed most unequally among the different countries. Many resources may exist which have not yet been discovered for lack of careful exploration, and many known resources have not as yet been developed.
3. Africa is rich in mineral resources, although these are distributed most unevenly among the different countries. Many resources may exist which have not yet been discovered for lack of careful exploration, and many known resources have not as yet been developed.
62. Show the film *They Planted a Stone*. Discuss: What problems might arise here which are not discussed in the film? How else might people in this area change the land in order to make it more productive?

63. Review the minerals potential in Africa by projecting graphs or having a pupil report. Discuss: Why may this information be inaccurate as to the real potential of Africa? What comparatively recent discovery in the Sahara Desert led to a revision of estimates on the resources of the continent?

64. Have pupils examine minerals maps of Africa. They should compare it with a political map. Ask: How evenly are mineral resources spread among the different countries? What problems are likely to arise in some of the countries because of this distribution? What can these countries without certain resources exchange to get them?

65. Have a pupil give a report on the Premier diamond mine at Cullinan, South Africa. He should note the many steps through which the mine must go to get the diamonds. Discuss: Why do the owners wish cheap labor?

66. Compare a graph and charts showing mineral reserves and charts showing actual mineral production in Africa.
They Planted a Stone. Discuss: What problems might arise here which are not discussed in the film? What might people in this area change the land to make it more productive?

Examine minerals maps of Africa. They should be inaccurate as to the real potential of minerals in Africa by projecting a pupil report. Discuss: Why? What caused this? Did this comparatively recent discovery in the last five years led to a revision of estimates on the resources of the continent?

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G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Access affects the quality of resources, and lack of access or difficulty of access may limit economic development.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

S. Sets up hypotheses.

S. Tests hypotheses against data.
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Hypotheses.

Hypotheses against data.
67. Have several pupils assume the roles of leaders of different African countries who are discussing the problems of mineral exploration and development in their countries.

68. Have pupils examine a railroad map of Africa and compare it to railroad maps of other continents. Ask: Given the difficulties of river transportation, what problems do you see as you look at the railroad map? What patterns do you see across most of the continent? Now have pupils examine a map showing roads. Ask: How does the transport system of roads compare with that of railroads? How could this relative lack of land transport by railroad and road handicap economic development?

Read aloud a quotation from Wallerstein on the way in which different colonial powers developed transportation systems in their own colonies without considering systems in other colonies. Discuss the problems raised for trade within Africa.

69. Have pupils try to figure out where there would be the heaviest population densities and the lightest population densities in Africa and where there would

Stavrianos, Global Man, p. 667.
Goode's World Atlas
Kimble and Steel, Africa Today, p. 6
Wallerstein, Africa
Joy, Emerging Afri
Lengyel, Africa in
pupils assume the roles of leaders of African countries who are discussing the mineral exploration and development in their countries.

examine a railroad map of Africa and compare maps of other continents. Ask: Given the importance of river transportation, what problems do you look at the railroad map? What patterns across most of the continent? Now have pupils a map showing roads. Ask: How does the system of roads compare with that of rail? Could this relative lack of land transport and road handicap economic development?

a quotation from Wallerstein on the way in which colonial powers developed transportation networks in their own colonies without considering other colonies. Discuss the problems raised within Africa.

pupils try to figure out where there would be highest population densities and the lightest densities in Africa and where there would

See production graph in Salkever and Flynn, Sub-Saharan Africa, p. 44.
Stavrianos, Global Hist. of Man, p. 667.

Kimble and Steel, Tropical Africa Today, p. 60.
Wallerstein, Africa, p. 38.
Joy, Emerging Africa, p. 28.
Lengyel, Africa in Ferment.
G. Population is distributed unevenly over the earth's surface; many of the land areas are sparsely populated.

G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

D. Africa is a land of low population distribution is affected by climate and disease, by the productive activities, and by cultural factors.

G. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.

S. Sets up hypotheses and checks against data.
D. Africa is a land of low population density; the population distribution is affected by elevation, climate and disease, by the potential for economic activities, and by cultural values.

Distribution reflects conditions and his technology as mate, topography, and of an area. Physical environment his cultural values, and level of techno-
be cities. Have them check their guesses against a population map.

70. Have a pupil give a report on the way in which the Bushman of the Kalahari Desert live. Discuss reasons why they went to the desert to live in the first place and why they remain there.

71. Have pupils compare population densities in Africa with those in India, China, the Soviet Union, and the U. S. Ask: Does anyone think Africa might be called overpopulated? Why or why not?

72. Have a pupil make a chart to show the population size of the chief cities of different African countries as compared to the size of cities in the U. S. Discuss: Why do you think there are so few large cities?

73. Ask: Given what you have learned about climate in Africa, where do you think Europeans would have decided to go when they became interested in settling in Africa? Now show pupils a map of European settlement. Or have a pupil make a map showing density of white settlement. Ask: Does this map support your hypotheses or contradict them?
give a report on the way in which the Bush-
alahari Desert live. Discuss reasons why
people choose to live there. Do you think
Africa might be called a desert? Why or why
not? Make a chart to show the population size
of cities in Africa, India, China, the Soviet Union,
and the U.S. Discuss: What do you think here are so few large cities?
Compare population densities in Africa
and India, China, the Soviet Union, and the
U.S. Discuss: Why or why not? What do you think Europeans would have
gotten when they became interested in settling
in Africa? Give a pupil a map of European settlement. Ask: Does this map support your
or contradict them?
G. Obstacles to communication may be social as well as physical.  

E. Africa is a land of great diversity: tribal and other ethnic groups, and religions.

S. Sets up hypotheses.

G. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.

F. Although some of the countries in Africa south of the Sahara have broken up into many very small countries, these will face serious problems of achieving economic viability. The number of small countries may also create national instability.

S. Sets up hypotheses.
E. Africa is a land of great diversity of races, tribal and other ethnic groups, languages, and religions.

F. Although some of the countries are large, Africa south of the Sahara has been broken up into many very small countries which will face serious problems of achieving economic viability. The number of such small countries may also create international instability.
Project maps showing different races and peoples. Compare with a political map. Ask: What difficulties do you see facing many of the new countries?

Project a map showing different languages. Compare with a political map. Ask: What difficulties do you see facing many new countries?

Now have a pupil report on the many different languages in Africa.

Project a map showing religions in Africa. Compare with a political map. Ask: Which countries have a variety of religions? Which religions are they? Is this diversity likely to lead to any problems? Why or why not? Have pupils set up hypotheses to check later in the unit.

Now have pupils look at a political map once again. Ask: What do you notice about the size of different countries?

Have a pupil prepare a bulletin board comparing the size of some of the small countries with some of the U.S. states and comparing their populations with some U.S. cities.

Ask: What problems would such countries be likely to face? What factors affect the desirable size of countries?
showing different races and peoples. Compare political map. Ask: What difficulties do you see among many of the new countries?

Map showing different languages. Compare with
political map. Ask: What difficulties do you think many new countries will face?

Pupil report on the many different languages of the new countries.

Map showing religions in Africa. Compare with Goode's World Atlas. Ask: Which countries have a variety of religions? Which religions are they? Is this diversity likely to lead to any problems? Why or why not? Set up hypotheses to check later in the unit.

Pupil look at a political map once again. Ask: What can you notice about the size of different countries? Prepare a bulletin board comparing the size of the small countries with some of the U.S. and comparing their populations with some U.S. states.

Problems would such countries be likely to face? What factors affect the desirable size of countries?


Joy, Emerging Africa, p. 28.


Use most current maps and data possible.


Or see maps in Joy, Emerging Africa, p. 10 and back in-set.
Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

A. IS CURIOUS ABOUT SOCIAL DATA.  III. Although culture is always changing, parts or elements may persist over time.

S. Reads to answer questions.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE: CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. Many anthropologists believe that man had his beginnings in Africa, and that physical differences developed among people through processes of mutation and breeding. Certainly the peoples prior to the coming of the Europeans represented a number of different t
III. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. Many anthropologists believe today that man had his beginnings in Africa, and that physical differences developed among the people through processes of mutation and breeding. Certainly the peoples of Africa prior to the coming of the Europeans represented a number of different types.
78. Read aloud the following quotation from a booklet on Africa: "Climate is a basic factor in determining the life of the people everywhere, but especially in Africa." Discuss: Do you agree? Why or why not?

79. Tell pupils that people in Europe called Africa the Dark Continent until very recently or still do in some cases. Ask: What do they think people meant by this term? Now quote Bohannan to the effect that it was not Africa which was the Dark Continent. Ask pupils to try to decide as they study this section of the unit, whether the term is a good one to use in describing African history up until recent times.

Have pupils read brief overviews of African history from a number of different sources. Give them questions to guide their reading, but do not discuss the reading immediately. Instead, include a discussion of appropriate topics in the readings with the other activities in this part of the unit.

80. Read aloud a brief quotation from an earlier account which claims that early man came to Africa from Asia. (e.g. Haddon: "All the main races in the continent reached it from Southern Asia.") Discuss: In the light of what you have read, how accurate a statement do you think this quotation is? Why? After the discussion, point out the date of the account from which it was taken.
Read the following quotation from a booklet on "Climate is a basic factor in determining the survival of the people everywhere, but especially in the tropical regions." Discuss: Do you agree? Why or why not?

Is that people in Europe called Africa the Dark Continent until very recently or still do in some cases. What do they think people meant by this term? Now read brief quotations from an earlier account by John Hope and discuss: What did John Hope say? Is the correctness of his words, how accurate a statement do you think this quotation is? Why? After the discussion, have pupils try to decide as a group which term is more appropriate to use in describing African history up until the 17th century.

Pupils read brief overviews of African history in a number of different sources. Give them questions to guide their reading, but do not discuss the reading immediately. Instead, include a discussion of any topics in the readings with the other accounts in this part of the unit.

Read a brief quotation from an earlier account by John Hope and discuss: In the following quotation, what did John Hope mean: "All the main races in the continent are descended from Southern Asia.") Discuss: In the light of what you have read, how accurate a statement do you think this quotation is? Why? After the discussion, have pupils try to decide as a group which term is more appropriate to use in describing African history up until the 17th century.

Look up references to topics in the readings with the other accounts in this part of the unit.

G. Culture traits may change as a result of diffusion.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

G. Culture traits may change as a result of invention from within the society.

B. Early African history was characterized by the diffusion and adaptation of culture traits from Asia Minor, the Middle East and from India and Asia as well as by internal invention. The people of Africa south of the Sahara had had trade contacts with peoples for thousands of years before the beginning of the explorations of Discovery.
Early African history was characterized by the diffusion and adaptation of many culture traits from Asia Minor and the Middle East and from India and Southeast Asia, as well as by internal invention. The people of Africa south of the Sahara had had trade contacts with other peoples for thousands of years before the beginning of the explorations in the Age of Discovery.
Have a pupil give a report on the work of social scientists in tracking down information in Africa about early man. He should discuss the techniques used as well as the findings.

81. Show photographs of some of the different peoples of Africa today, particularly of some of the major types. Then have a pupil describe the present-day theories about how these differences came about and about the mixtures of many groups in Africa today. He should also discuss some of the theories which are presently outdated or considered quite debatable by scholars. Ask pupils how many of their historical accounts included any of these theories. (See activity #87.)

82. Now have a group of students present a symposium, using maps and charts, to show how culture diffused from Asia Minor and Asia into Egypt and into Africa South of the Sahara. Discuss: Did traits diffuse to all parts of Africa in the same way? What happened as traits were incorporated into African cultures? What do social scientists believe about the invention of cultural traits in Africa? What evidence do social scientists have both for diffusion of traits and for invention?

83. Review with pupils what they learned about the spread of the Moslem religion and Arab culture across North Africa in their unit on the Middle East in the junior high school.
A pupil should give a report on the work of social scientists tracking down information in Africa about He should discuss the techniques used as well as the findings.

Paraphrases of some of the different peoples of today, particularly some of the major types. A pupil should describe the present-day theories about how these differences came about and about the present-day theories which are presently considered quite debatable by scholars. He should discuss some of the theories which are presently considered debatable by scholars. How many of their historical accounts in these theories? (See activity #87.)

A group of students present a symposium, using charts, to show how culture diffused from Asia into Egypt and into Africa South of the Sudan. Did traits diffuse to all parts of the same way? What happened as traits were adopted into African cultures? What do social scientists believe about the invention of cultural Africa? What evidence do social scientists for diffusion of traits and for invention?

Bohannan, *Africa and the Africans*, ch. 5.
Davidson, *Lost Cities*, ch. 2.
Bascom and Herskovits, *Continuity and Change in African Cultures*, pp. 28-37.


Instruct pupils what they learned about the spread of Semitic religion and Arab culture across North Africa in their unit on the Middle East in the junior high school.
A. Appreciates and respects the cultural contributions of other countries, races, and religions.

G. Culture traits may change as a result of diffusion.

G. Culture traits may change as a result of invention from within the society.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Any decision is, in part, a product of the internalized values, the per-

C. The peoples of Africa established powerful kingdoms and empires during the coming of the white men during the period of exploration. These kings and their cultures through both diffusion and invention.

D. The coming of the Europeans for particularly for the slave trade brought many changes to Africa. Part of these difficulties arising from the slave trade in the different perceptions of each held by Africans and Europeans.
AND RESPECTS THE CONTRIBUTIONS OF OTHER RACES, AND RELIGIONS. Its may change as a diffusion. Its may change as an invention from within theses. theses against data.

one aspect of culture effects on other aspects: il ramify; whether they logical; in social organ. ideology, or whatever art of the cultural sys-

is, in part, a product nalized values, the per-

C. The peoples of Africa established a number of powerful kingdoms and empires prior to the coming of the white men during the period of exploration. These kingdoms developed their cultures through both diffusion and invention.

D. The coming of the Europeans for trade, particularly for the slave trade, brought many changes to Africa. Part of the difficulties arising from the slave trade were in the different perceptions of slavery held by Africans and Europeans.
Now have two pupils role play a discussion between a Moslem leader and citizen of one of the states south of the Sahara about some of the Arab culture traits which diffused into middle and Southern Africa. They should include some discussion of the trade carried on across the Sahara desert and the refusal of the Arabs to permit Europeans to trade across the desert. Then discuss: Was the Sahara desert the main cause of lack of European penetration into the area south of the Sahara? Why or why not?

84. Have a group of students present a symposium, using maps, on the development of kingdoms and empires in Africa South of the Sahara.

85. Review what students have read about the slave trade to the Americas. Ask: How did the Europeans get the slaves? If necessary, have a pupil report briefly on this question. Then ask: Why did the African leaders agree to sell slaves to Europeans? Let pupils try to figure out possible reasons.

Have a pupil assume the role of a government investigator interested in this question. He should hold imaginary interviews with early European slave traders and African leaders about slavery. How did each perceive slavery? Why would this lack of communication affect the willingness of Africans to sell slaves to Europeans?
The two pupils role-play a discussion between a leader and citizen of one of the states south of the Sahara about some of the Arab culture traits which entered middle and Southern Africa. They should have some discussion of the trade carried on across the Sahara desert and the refusal of the Arabs to permit Europeans to trade across the desert. Then discuss: Why is the Sahara desert the main cause of lack of European penetration into the area south of the Sahara? Why or why not?

A group of students present a symposium, using what students have read about the slave trade to Africa. Ask: How did the Europeans get the impression that African leaders sold slaves to Europeans? Let pupils try to outline possible reasons.

A pupil assume the role of a government investigator interested in this question. He should hold interviews with early European slave traders and African leaders about slavery. How did each perceive slavery? Why would this lack of communication affect the willingness of Africans to sell slaves to Europeans?

Davidson, Guide, ch. 7.


ceptions, and the experiences of the persons making the decision.

G. Obstacles to communication may be social as well as physical.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Culture traits may change as a result of diffusion.

G. All societies have potential conflict among their members and must work out some means of accommodating differences.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

E. Traditional Africa, prior to the colonizers, differed greatly from the culture of Western Europe. Some aspects were similar, part of the diffusion which had taken place throughout the Mediterranean. Cultural traits have persisted into earlier times.
and the experiences of making the decision.

Communication may be well as physical.

In one aspect of culture effects on other aspects; ill ramify, whether they biological, in social or-

in ideology, or what-

is a part of the cultural

traits may change as a re-

diffusion.

E. Traditional Africa, prior to the coming of the colonizers, differed greatly from the culture of Western Europe. However, some aspects were similar, partly because of the diffusion which had taken place throughout the Mediterranean world. Many cultural traits have persisted from earlier times.

Ties have potential conflict air members and must work out s of accommodating dif-

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECON-
86. Have pupils read the selection in Stavrianos on "The Results of Trade Wars." Discuss: How did the slave trade affect the African kingdoms and empires?

87. Have a pupil tell the class about the Portuguese destruction of some of the eastern kingdoms. Ask: Why were they able to destroy these city-kingdoms and seize control of the trade with the interior? What brought about the decline of the trade with the interior in East Africa?

88. Quote Bohannan to the effect that the culture which Europeans found in Africa had some similarity with aspects of European culture. Ask: Why might this be so? Have a pupil read Bohannan and explain this idea to the class in more detail.

89. Ask: Do you think it is necessary for any organized group of people to have a government able to make laws and issue decrees in the case of disputes? Why or why not?

Now have a pupil tell the class about some of the kinds of political systems which developed in Africa. Ask:
Read the selection in Stavrianos on "The Reformation Wars." Discuss: How did the slave trade change kingdoms and empires?

Tell the class about the Portuguese desire to destroy these city-kingdoms and seize trade with the interior. What brought about the decline of the trade with the interior in East Africa?

Read Bohannan and explain this idea to the detail.

Think it is necessary for any organized society to have a government able to make decrees in the case of disputes? Why or why not?
G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.

G. In some societies neither the government nor a market system is most important in affecting how resources are allocated. Such economic systems are based largely upon tradition, and reciprocal relationships are combined with a market-system.

S. Looks for relationships among events.

S. Sets up hypotheses.

S. Tests hypotheses against data.

F. It was not until the late 19th century that Africa was divided up into by the European powers; the British divided many of the tribal groups...
ion is, in part, a product of internalized values, the personal values and the experiences of persons making the decision.

In one aspect of culture the effects on other aspects will ramify, whether they be biological, in social organization, in ideology, or whatever else a part of the cultural system.

Culture is always changing, and parts or elements may persist for long periods of time. If we try to introduce change and if they fail to arouse a feeling that change is needed.

Societies neither the government nor a market system is most effective in affecting how resources are allocated. Such economic systems are based largely upon trade and reciprocal relationships as opposed to a market system.

By relationships among events... F. It was not until the late 19th century that Africa was divided up into colonies by the European powers; the boundaries divided many of the tribal groups.
Why would it be difficult for European peoples to understand these systems? What would be their tendency in setting up political control when they took over these areas? Why would peoples living in such systems dislike more formally organized political systems?

90. Have a group of students present a panel discussion on the social and economic systems in Africa prior to colonization. Or have them develop large charts on these systems. They should then be prepared to explain the charts to the class.

91. Have a pupil prepare a timeline showing events in Europe and the date at which European powers decided to divide Africa up into colonies. Have the class study the timeline. Ask: What might be the reasons for the decision to partition Africa?
It be difficult for European peoples to understand these systems? What would be their tendency in political control when they took over these systems? Why would peoples living in such systems disapprove of formally organized political systems?

A group of students present a panel discussion on political and economic systems in Africa prior to colonization. Or have them develop large charts on these systems. They should then be prepared to explain these charts to the class.

Pupil prepare a timeline showing events in Europe and date at which European powers decided to divide Africa up into colonies. Have the class study the timeline. Ask: What might be the reasons for the decision to divide Africa?
G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Obstacles to communication may be social as well as physical.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. EVALUATES HAPPENINGS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

S. Sets up hypotheses.
cision is, in part, a product of internalized values, the personal experiences of the per-
sons, and the experiences of the making the decision.

In one aspect of culture will the effects on other aspects; changes in social organization, technology, or whatever else is of the cultural system.

Happening baseline or effects upon individuals in beings.

Hypotheses.
Have a pupil investigate and report to class, or just review what pupils learned during the eleventh grade course.

Now project a map showing the division made. Compare with a map showing tribes and other groupings of Africans. Ask: How closely did the colonial borders follow tribal borders? What problems might arise later because of the way in which boundaries were drawn?

Have pupils read and discuss the selection on "Tribal Loyalties" in Stavrianos.

92. *Ask: How does the European idea of land ownership and boundaries differ from the African view? What problems did this cause?*

If necessary, have a pupil investigate this question more fully and report back to class.

93. Have the class divide into groups to study British colonies, French colonies, and Portuguese colonies. They should report to the class on how the imperial government organized and treated the colonies under its control.

Then have pupils compare colonial rule by the different countries. Be sure that pupils discuss the various economic, social, and political measures used. *Ask: What problems might arise in each group if these countries became independent?*
investigate and report to class, or just pupils learned during the eleventh grade. Draw a map showing the division made. Compare showing tribes and other groupings of Africans. Compare closely did the colonial borders follow tribal What problems might arise later because of the boundaries were drawn?

Read and discuss the selection on "Tribal in Stavrianos.

What problems might arise later because of the European idea of land ownership and differ from the African view? What problems cause? Try, have a pupil investigate this question and report back to class.

Class divide into groups to study British French colonies, and Portuguese colonies. Report to the class on how the imperial organized and treated the colonies under

pupils compare colonial rule by the different Be sure that pupils discuss the various social, and political measures used. Ask: problems might arise in each group if these became independent?


Bohannan, Africa and the Africans, pp. 18-19, 174-179.

A. EVALUATES HAPPENINGS ON THE BASIS OF THEIR EFFECTS UPON INDIVIDUALS AS HUMAN BEINGS.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Cultures may change through a process of diffusio:.

G. Changes in one aspect of culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Interprets tables.

S. Generalizes from data.

S. Tests hypotheses against data.

G. Obstacles to communication may be social as well as physical.

S. Sets up hypotheses.
94. Have a group of pupils assume the roles of British, French, and Portuguese leaders discussing the advantages which they had brought to Africans.

Now have another group of students assume roles of Africans living in the colonies. They should discuss:

How did the colonial powers help bring about the very independence movements which they disliked?

95. Project tables comparing Liberia with some of colonial countries close to it and Ethiopia with some of colonial countries close to it. Have pupils compare progress in education, transportation, industrialization, etc. Discuss: What do these figures indicate about the pros and cons of colonization?

96. Remind pupils that one argument of those supporting colonization was that colonial peoples could be prepared for democracy. Project tables showing revolutions and types of government in former colonial powers around the world. Ask: Do the data support the argument?

97. Look once again at a map showing white settlement in Africa. Ask: What problems might arise in those countries which had fairly large white populations? Why?
a group of pupils assume the roles of British, French, Portuguese leaders discussing the advantages which brought to Africans. 

Another group of students assume roles of Africans living in the colonies. They should discuss:

- What do these figures indicate about the colonial powers help bring about the very independence movements which they disliked?

- Use current data.

- Project tables showing revolutions and types of government in former colonial powers around the world. Ask: What problems might arise in those countries which had fairly large white populations?


G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.

G. Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.

G. Those from another culture who try to introduce change may fail because they fail to understand how the people of the country perceive certain things.

G. The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.

G. Some values are conducive to change; some make change difficult.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of ideas of freedom in part from Western world, independence was achieved largely in a peaceful manner, but bloody situations evolved. Not all of Africa is independent as yet.

H. World War II gave great impetus for independence which combined growing nationalism, a reaction to colonial treatment, and the spread of ideas of freedom.
culture is always changing, -74-
its or elements may per-
long periods of time.
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edy the existing culture
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REAL OF THEORIES OF SINGLE
IN THE SOCIAL SCIENCES.
H. World War II gave great impetus to a move-
ment for independence which combined a
growing nationalism, a reaction against
colonial treatment, and the spread of
ideas of freedom in part from the west-
ern world. Independence was achieved
largely in a peaceful manner, but some
bloody situations evolved. Not all
of Africa is independent as yet.
98. Have several pupils present a panel discussion on "Change and Resistance to Change in African Cultures Under Colonial Rule." They should use examples such as factors in the Ibo culture which facilitated change and factors in the Pakot culture which brought about resistance to change. Bascom and Niehoff, eds., Continuity in African Culture, ed. Niehoff, ed.

99. Now say: You all did some general reading about the history of Africa. What factors helped spread a desire for independence in Africa?
Numerous pupils present a panel discussion on "Change and Resistance to Change in African Cultures Under Colonial Rule." They should use examples such as factors in culture which facilitated change and factors in culture which brought about resistance to change. Bascom and Herskovits, eds., Continuity and Change in African Culture, chs. 7-8. Niehoff, ed., Casebook of Social Change, #7.

Topic: You all did some general reading about the history of Africa. What factors helped spread a desire for independence in Africa?
of nationalistic ideas, it helps give rise to feelings of nationalism.

G. Frustration may result in aggression.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Frustration may result in aggression.

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.
Divide the class into groups to study independence movements in British, French and Portuguese colonies. The different groups should report on the degree to which colonies of these countries have won independence, how independence was won, and the immediate effects of independence. Have each group summarize its findings for the class. Then draw comparisons between the colonies of different countries. Also ask which areas remain in colonial status?

100. Have a group of students role-play a discussion in the UN over the violence in the Congo. They should discuss causes, extent, and what should be done. Have them role-play a discussion for each of the outbreaks of violence. Then project some of the pictures. Ask: Which appeared in magazines at that time to illustrate the violence which took place?

Joy, Emerging.
Leigey, Afric.
See Reader's Guide and on Mau Mau
Spiro, Politics.
Schuylar, Who Congo.
Nielsen, Afric.
Carter, Indep.
Reed, 111 Days ville.
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ments, French and Portuguese colonies. The
groups should report on the degree to which
these countries have won independence, how
was won, and the immediate effects of in-
Have each group summarize its findings for
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violence in the Congo. They should discuss
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ession for each of the outbreaks of violence.
some of the pictures. Ask: Which appeared in
that time to illustrate the violence which


Lengyel, *Africa in Ferment*, chs. 3-6.


Schuyler, *Who Killed the Congo*.


Reed, *111 Days in Stanley-
ville*. 
G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflicts between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.

A. IS CURIOUS ABOUT SOCIAL DATA.

A. EVALUATES SOURCES OF INFORMATION.

IV. Africa south of the Sahara is divided into independent countries controlled by minorities, and countries which remain under colonial rule. Each type of country has problems which are unique and some common throughout Africa.

A. The newly independent countries face the serious problem of creating a nation out of diverse elements in the population as problems of an economic and
Anticipating the changes introduced from the acceptance of a way of life different from that accepted for a time, the loss of traditional values and the conflicts between generations result in the fact that they cannot participate in the dominant culture, develop feelings of inferiority by developing movements to reject their culture and restore old culture, and particularly attitudes, priority by members of that country, give rise to frustration; when the diffusion of ideas, it helps give rise to feelings of nationalism.

IV. Africa south of the Sahara is divided into independent countries controlled by Africans, independent countries controlled by white minorities, and countries which remain under colonial rule. Each type of country faces some problems which are unique and some which are common throughout Africa.

A. The newly independent countries controlled by the Africans face the serious political problem of creating a nation out of the diverse elements in the population as well as problems of an economic and social nature.
101. Have a group of students present an illustrated symposium on the struggle for independence in Kenya. They should include a discussion of the Mau-Mau troubles.

Discuss: Why was there more trouble in Kenya than in some other countries over independence and racial problems? To what degree do you think the causes of independence in Kenya and the Congo were similar? To what degree were they different?

102. Show the film Tropical Africa. It should serve as an introduction to some of the problems facing Africa at the present time. Ask pupils to try to decide during the next few days whether or not the film has presented an accurate and adequate picture of the problems facing Africa.

103. Divide the class up into committees to keep track of
of students present an illustrated sym-

Struggle for independence in Kenya. They
have a discussion of the Mau-Mau troubles.

Was there more trouble in Kenya than in
countries over independence and racial pro-
tect degree do you think the causes of inde-

zena and the Congo were similar? To what
they different?

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introduction to some of the problems facing Africa at

time. Ask pupils to try to decide during
days whether or not the film has presented
an adequate picture of the problems facing

ass up into committees to keep track of

Kariuki, 'Mau Mau' Detainee,

Spiro, Politics in Africa,

Carter, Indep. for Africa,

Maclean, Africa, the Racial

issue, pp. 53-88.

Emerson and Kilson, Political

Awakening of Africa, pp. 86-

88.

Film: Tropical Africa,

IFF, 1961, 29 min.
KEEPING INFORMED ABOUT CURRENT PROBLEMS.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Reads for main ideas.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. The political system needs to enjoy legitimacy if it is to survive.

G. Struggle may bring together otherwise unrelated persons and groups. If conflict abates, coalitions tend to fall apart.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can 'make a go' of democracy; they hardly agree on what they are, but most suggest common values, a

1. The new countries need to build of loyalty to the state and if the governments are to survive.

a. The unity achieved between elements during the struggle for independence has tended to be.

b. Tribal loyalties create may also contribute in some stability of the government early period.
The new countries need to build a feeling of loyalty to the state and of legitimacy if the governments are to survive.

a. The unity achieved between diverse elements during the struggle for independence has tended to break down now that independence has been achieved.

b. Tribal loyalties create many difficulties for the new governments, although they may also contribute in some ways to the stability of the governments during the early period.
current news about social, economic, political, and international problems in Africa south of the Sahara. Each committee should collect clippings and make a bibliography of current articles in magazines if they cannot bring the magazines to class. These committees should serve as resource persons during the remainder of this unit.

104. If some current problem has arisen in one of the African-dominated countries, let pupils study this current issue as an introduction to this part of the unit.

105. Give pupils a chance to read in class in preparation for their projects in this part of the unit.

106. Have a pupil prepare a "Who's Who in Africa Today." He might prepare a booklet which could be displayed, or he might prepare a bulletin board display. If he makes a bulletin board display, he could make just one display, or he could have a changing display, featuring a different leader each day.

107. Ask: What political problems do you think the new countries would face once they had achieved independence? Let pupils make a list to check as they study this part of the unit. (Draw upon what they learned about problems facing the new American government after independence.) Also ask: Would countries which wanted to develop democratic systems face any problems which others would not face? Why or why not?

Have a pupil prepare a bulletin board display highlighting problems facing the newly-independent African countries.
communication system, a stable society, and a minimum economic well-being.

G. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.

c. The many languages create communication which is not
the people into one nation

G. A given culture is an integrated whole, based on fundamental postulates or values.
system, a stable so-
minimum economic well-
communication can be
c. The many languages create problems in
communication which is needed to weld
the people into one nationality.

are an integrated
fundamental
values.
108. Have several pupils role play a discussion between the leaders of a new African country about: (a) the political problems which they face in developing a feeling of national loyalty, and (b) ways in which they might attempt to meet these problems.

109. Project maps showing cultural and regional obstacles to integration. Have different pupils describe these obstacles in the different states, as each map is projected.

Tell pupils that some authors refer to the new states of Africa and some to the new nations of Africa. Ask: Which do you think is the better term? Why?

110. Have a group of good readers present a symposium on the different peoples of Nigeria: the Ibo, the Hausa, the
pupils role play a discussion between the new African country about: (a) the problems which they face in developing a feeling of loyalty, and (b) ways in which they might meet these problems.

Have different pupils describe these obstacles showing cultural and regional obstacles. Have different pupils describe these obstacles, as each map is presented. Ask: what is the better term? Why?

A symposium on the peoples of Nigeria: the Ibo, the Hausa, the Yoruba.

References:
- Nielson, Africa, Chapter 3.
- Stavrianos, ed. Readings in World Hist.
- Burke, Africa's Quest for Order, chapter 3.
- Rosberg, Africa and World Today, chapter 7.
- Apter, Ghana in Transition, pp. 5-7.
- Rosberg, Am. & the World Today, pp. 33, 35.
S. Generalizes from data.

G. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.

G. Changes in one aspect of a culture will have effects upon other aspects.

G. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.

G. Every political decision-maker is dependent on advice, knowledge, information, and political intelligence.

G. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Rational choice making (the seeking of goals, the assessment of alternatives) is a socially-acquired skill.

G. A law or policy must be effectuated
om data.

ommunication can be
as physical; social
langue differences,
ences, class and
ences, and ideological

aspect of a culture
ects upon other as-

of any group must
in group cohesion
ize its strategies
ellectual leader-

d decision-maker is
vice, knowledge,
nd political intel-

s, in part, a product
alized values, the
and the experiences
aking the decision.

e making (the seeking
essment of alter-
socially-acquired

2. The lack of education and trained leaders
has made for difficulties.

a. The lack of many educated and expe-
enced leaders creates problems for
overnment, because of the need for
educated leaders who will make policy
nd educated leaders to carry out
olicies.

y must be effectuated
Frilani, the Tiv, and the Yoruba. They should describe key aspects of each culture (including the fundamental values) and then discuss similarities and differences. Or they might focus upon a series of topics, each discussing his group in relation to this topic before the discussion moves on to another point. Afterwards, discuss: How easy would it be for Nigeria to build a nation out of these diverse elements?

111. Have a pupil prepare a bulletin board display illustrating the effects of the urbanization movement upon African life.

112. Project a table on educational level of members of the legislatures in a number of newly independent countries in Africa. Have pupils figure out the median level for each of countries given. Compare with a table for the U.S. Congress. Ask: What differences are there? Now discuss: What problems would be likely to arise because of this educational background of the legislators?

113. Put figures on the chalkboard to show further the lack
The Tiv, and the Yoruba. They should describe the culture of each (including the fundamental beliefs). Then discuss similarities and differences. You should focus upon a series of topics, each discussed in relation to this topic before the lesson moves on to another point. Afterwards, discuss how easy it would be for Nigeria to build a national policy out of these diverse elements. Prepare a bulletin board display illustrating the effects of the urbanization movement upon all life.

Have pupils figure out the median level for educational level of members of the legislatures in a number of newly independent countries. Compare with a table for the U.S. Ask: What differences are there? What problems would be likely to arise because of this educational background of the legislators?

Burke, Africa's Quest for Order, Ch. 4.

and applied; in that process the whole decision-making process goes on again.

G. Economic output is affected by the quality of labor or labor skills as well as the quantity of labor.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them, etc.

S. Generalizes from data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

b. The low literacy rates contribute to economic and political difficulties.

b. Many of the countries with parliamentary forms of government moved to governments with executives not dependent upon support. Parliamentary government difficulties when there
In that process the decision-making process goes culturally determined; social skills are taught in school, why he should join them, etc.

b. The low literacy rates create both economic and political difficulties.

3. The new countries generally tried out various forms of democratic governments, although many have moved toward restrictions on opposition groups and have changed the political structure.

a. Elections are not always really secret.

b. Many of the countries which began with parliamentary forms of government have moved to governments with strong executives not dependent upon parliamentary support. Parliamentary governments face difficulties when there are many divisive
of experienced governmental leaders in some of the newly independent countries of Africa at the time of independence. Discuss: What problems would arise because of the lack of more trained leaders for administrative posts in the government?

114. On the chalkboard, write figures for literacy rates within some of the newly independent countries. Use both rates at the time of independence and today. Or show the class maps of primary school and secondary school attendance. Discuss: Why would these countries face difficulties because of these low literacy rates?

115. Have a pupil report on the problems of conducting an election for the first time within one of the British colonies. Then discuss: Why were the problems more serious than those in conducting an election in this country?

116. Quote Bretton on the lack of secrecy of ballots. Discuss: How does this situation compare with early voting in the U.S.?

117. Ask: What kind of governmental structure do you think the newly independent countries in Africa would set up? Why? Now tell pupils whether or not they are accurate. Discuss: From what you know about parliamentary systems, what problems would be likely to arise in countries with this system and with all of the factors making for lack
Discuss: What problems would arise because of more trained leaders for administrative posts?

Board, write figures for literacy rates of the newly independent countries. Use at the time of independence and today. Or press maps of primary school and secondary attendance. Discuss: Why would these countries fail because of these low literacy rates?

I report on the problems of conducting an election for the first time within one of the British. Then discuss: Why were the problems more those in conducting an election in this

Report on the lack of secrecy of ballots. Discuss: Does this situation compare with early voting?

And of governmental structure do you think independent countries in Africa would set up? All pupils whether or not they are accurate. From what you know about parliamentary systems, this would be likely to arise in countries with and with all of the factors making for lack

Tropical Africa, opposite p. 248 (Table 12).

For maps, see Hunter, New Societies of Tropical Africa. pp. 240-241.


Drake, "Democracy on Trial in Africa," p. 119.
G. Political parties differ by structure and by function.

S. Sets up hypotheses.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

G. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

G. The relative centralization or decentralization of power within political parties reflects in great
c. Most of the countries have developed one-party systems, although generally these are mass parties with considerable discussion permitted within the parties. Africans argue that such parties fit in with African traditions of reaching concensus, that opposition parties do not understand the role of opposition within a democratic system and that one-party control is necessary to build unity and meet the serious economic problems.

elements within the population.

Reasons tend to develop within the dominance of this factional composition, which marks the stability of inter-party centralization or decentralization of power within political institutions in great
of unity which African countries faced? Why?

Now put on the blackboard a list of the number of countries which shifted the form of government from parliamentary systems to strong executive, presidential systems or which modified the parliamentary system to put power in the hands of a strong executive.

118. Have a pupil make a map showing independent countries in Africa. He should indicate which of them have one-party states.

Ask: What do you think are the possibilities for democracy within countries which have just one political party? Then quote Wallerstein to the effect that "The choice in Africa has not been between one-party and multi-party states; it has been between one-party states and either anarchy or military regimes or various combinations of the two." Ask: Why might Wallerstein make such a statement? Does there have to be more than one party for democratic government? (Have pupils set up hypotheses.)

119. Have several pupils assume the roles of leaders of political parties in the U.S. and in Africa. They should discuss the possibilities of democracy within one-party states. The African leaders should point out the differences between one-party states in communist countries and in most of the African states. Now ask pupils to compare party functions with those in the U.S.

Ask: What have you learned in the past about the relationships between the number of political parties and the number of conflicts in a society? Does the situation in Africa support this generalization? Why or why not? How will you have to limit the generalization to
Which African countries faced? Why?

Write on the blackboard a list of the number of countries that shifted the form of government from parliamentary systems to strong executive, presidential systems. Why did this change? Why did it modified the parliamentary system to put power in the hands of a strong executive?

Make a map showing independent countries. He should indicate which of them have one-party states. Do you think there are the possibilities for democratic government in countries which have just one political party? In quote Wallerstein to the effect that "The Africa has not been between one-party and anarchy or military regimes or various forms of the two." Ask: Why might Wallerstein make this statement? Does there have to be more than one-party states for democratic government? (Have pupils set cases.)

Pupils assume the roles of leaders of parties in the U.S. and in Africa. They should point out the possibilities of democracy within one-party states. The African leaders should point out the relations between one-party states in communist countries and most of the African states. Now ask pupils how party functions with those in the U.S. What have you learned in the past about the relation between the number of political parties and the number of conflicts in a society? Does the situation in Africa support this generalization? Why or why not? You have to limit the generalization to


Mehden, Politics of the Developing Nations, ch. 4.


part the centralization or decentralization of authority within the political system as a whole.

S. Applies previously-learned concepts and generalizations to new data.

S. Generalizes from data.

G. Identifies value-conflicts.

G. The community demands order and stability--goals which may be incompatible with the demands of individuals.

G. Freedom's relationship to democracy is a close and obvious one; the organizations of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

d. Many of the countries have many restraints upon free public discussion and have arrested opposition leaders. They have argued that steps are needed during the transitional periods of the countries are trying to integrate their diverse elements into a unified nation. These steps resemble actions taken by the former colonial powers.
d. Many of the countries have also set up many restraints upon free public discussion and have arrested opposition leaders. They have argued that such steps are needed during the years when the countries are trying to weld diverse elements into a unified nation. Such steps resemble actions taken by the former colonial powers.
make it more accurate? (Discuss the problem of culture-bound generalizations and reasons for cross-cultural studies among social scientists.) Ask: What have you learned in the past about the relationship between party organization and the structure of governments? Does the situation in Africa support this generalization? Why or why not?

120. Discuss: Did the U.S. government begin its operations with a two-party system? (Review from study of American history.) What led to the growth of the two-party system in this country? In the early period of our government did we always have two strong parties even after parties developed? Why? Were there any attempts within the U.S. to restrict opposition during the early years of our government? What arguments were given?

Read aloud Nielsen's analysis of some of the fumbling toward national unity and stability and a two-party system in the U.S. Discuss in terms of implications for African states.

121. Have a pupil give a report on government suppression of opposition in some of the newly independent countries. Ask: How do the leaders justify such suppression? How do these acts compare with the way colonial powers treated nationalist leaders in these same areas?
Are accurate? (Discuss the problem of cross-cultural generalizations and reasons for cross-cultural generalizations among social scientists.) Ask: What have you read in the past about the relationship between party patronage and the structure of governments? Does the evidence in Africa support this generalization? Why or why not?

Did the U.S. government begin its operations on a one-party system? (Review from study of American history.) What led to the growth of the two-party system in the U.S.? In the early period of our government, have there always been two strong parties even after parties have disappeared? Why? Were there any attempts within the U.S. to create opposition parties during the early years of our country? What arguments were given? What led to the growth of the two-party system in the U.S.? Discuss in terms of implications for the 1980s.

Nielsen, Africa, ch. 6.


Nielsen, Africa, pp. 154-56.

Nielsen, Africa, pp. 64-65.

Drake, "Dem. on Trial in Africa," p. 119.

Skurnik, "New Motifs in West Africa."

G. There are many causes of revolutions, although different causes may be more important in one revolution than in another.

G. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.

G. The relative centralization or decentralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

e. A few of the countries with federal systems rather than unitary systems; these have been more likely to permit opportunities for political parties.
Many causes of revolutions, different causes may be at in one revolution ever.

days greater homage than he pays to local differences be, but it also pays the of inconsistency, di-

centralization or de-

tion of power within po-

es reflects in great alization or decen-

ty within system as a whole.

TO THE FREE EXAMIN-
al attitudes and

e. A few of the countries have developed federal systems rather than unitary systems; these have been somewhat more likely to permit opposition parties.
122. Have a pupil give a report on the revolt in Ghana in 1966. He should discuss the causes, the way in which the revolt was conducted, how the old leaders were treated, what was found about communist influence, and the problems facing the new government. He should also report on more recent events in the country.

123. Invite as a guest speaker a student from Ghana who is studying at a local college. Have him discuss problems facing Ghana and the political situation in Ghana.

124. Have a pupil describe briefly the federal system in Nigeria, the reasons for it, and the way in which it operated. Ask: What kind of party system does Nigeria have? To what extent has the existence of many tribal groups created instability?

Now have another pupil tell the class very briefly about another federal system in Africa and the party systems within it. Discuss: Are federal systems more or less likely to permit opposition parties? Why?

125. Have two good readers assume the roles of the political scientists Spiro and of another political scientist to discuss the chances for political stability in the new African states. Spiro takes a fairly optimistic view. Have the other political scientist raise possible objections to his views.
give a report on the revolt in Ghana in 1965. He should discuss the causes, the way in which the revolt was conducted, how the old leaders were treated, and about communist influence, and the problems of the new government. He should also report on more recent events in the country.

Use Readers' Guide.

Bretton, Power and Stability in Nigeria.
Carter, Independence for Africa.
Use Readers' Guide for more recent data on the secession of East Nigeria in May of 1967.

Spiro, "Political Stability in the New African States."
G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

S. Generalizes from data.

C. Living levels in the U.S. are very high compared to those in most countries.

G. People's ideas about what constitutes an adequate level of living on one hand or poverty on the other, changes as average living levels change and as people see what is possible.

G. Culture traits may change as a result of diffusion.

G. The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.

4. The newly independent countries raised living levels.

a. Living levels are higher in India and in some other world, but they are still low people wish to raise them.

b. The newly independent states generally following the path of...
The newly independent countries face serious economic and social problems in trying to raise living levels.

a. Living levels are higher in Africa than in India and in some other parts of the world, but they are still low, and the people wish to raise them.

b. The newly independent states are generally following the path of socialism in their attempts to raise living levels; however, they are mixed economies.

From data.

In the U.S. are very to those in most coun-

about what constitutes level of living on one by on the other, changes living levels change and what is possible.

may change as a re-

The difference between is in how and by economic decisions over resources are made.
126. Discuss: What do you think are the chief economic problems facing the new African countries? Review the concept of scarcity in economics. Ask: Does this concept make sense in economics when we are dealing with Africa?

127. Project charts and tables illustrating the poverty in African states as compared with some other countries. Discuss: How do living levels in African states compare with those in some of the other countries which you have studied?

128. Have pupils read a brief comparison of the prospects of an African boy and an American boy. Discuss.

129. Discuss: What has made people of Africa, who were more or less contented with their lot in the first half of the 19th century, become upset by their poverty?

130. Have all pupils read from different sources on the economic and social problems facing the new countries and on the ways in which these countries are trying to solve these problems.

Use current data, Nielsen, Africa

Rosberg, Africa

Salkever and Fl, Saharan Africa, 62.

Kimble, Tropic (pamphlet), pp. 136-143.
do you think are the chief economic problems new African countries? Review the concept in economics. Ask: Does this concept of economics when we are dealing with Africa?

and tables illustrating the poverty in living levels in African states compared with some other countries. en in some of the other countries which has made people of Africa, who were more nted with their lot in the first half of century, become upset by their poverty?

is read from different sources on the social problems facing the new countries and in which these countries are trying to solve problems.

Use current data on per capita income, etc.


Rosberg, *Africa and the*
G. Economic systems are usually mixed with both public and private ownership and with decisions made both by government and by consumers and businessmen.

G. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them. (People differ in the degree to which they desire freedom of economic choice as a goal of their economic system.)

G. At any given time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. Capital formation through saving is a major means of increasing an economy's total output over time, because it increases productive capacity.

G. The smaller the productive capacity in relationship to the population, the greater the hardship involved to consumers in making the savings needed to achieve a given growth rate.

c. The countries are trying transportation and basic and to expand agriculture as a basis for greater e In general, they are tryi investments to provide f output in the future.
Systems are usually mixed, public and private ownership decisions made both by government and by consumers and industries people have certain goals. Although some goals are alike, different societies have differing emphases. People differ in the depth they desire freedom of choice as a goal of a social system.

Over time, the total economic output is affected by the quantity of productive resources (capital or natural resources, capital goods), by the technology, and by the distribution of the organizational means of increasing an output. The countries are trying to develop transportation and basic industries and to expand agricultural output as a basis for greater economic growth. In general, they are trying to increase investments to provide for greater output in the future.
131. Discuss: How do the economic systems of the new African states compare with those in the countries you have studied earlier? (e.g., U.S., Western Europe, Soviet Union, China, India, and Middle Eastern countries?) How does the socialism of these African states differ from that in the communist countries?

132. Review the factors affecting output. Then discuss: What are the countries trying to do to increase economic growth and living levels? From what you have studied earlier this year, what problem do you think the new states would face in trying to bring about economic growth and higher living levels? Also discuss: Given Rostow's stages of economic growth, where would you place these countries among his stages? Why?
1. Do the economic systems of the new African states differ from those in the countries you have studied? (e.g. U.S., Western Europe, Soviet Union, and Middle Eastern countries?) How does the economic output of these African states differ from that in the other countries?

2. What factors affecting output. Then discuss: What is the new economic trying to do to increase economic living levels? From what you have studied year, what problem do you think the new face in trying to bring about economic higher living levels? Also discuss: Givenories of economic growth, where would you countries among his stages? Why?
G. The transitional stage prior to takeoff sees the growth of factors which upset the traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.

G. Output can be increased by technological progress in the development of machines and power to replace manpower.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

G. Water power may be used to cut electricity needed to run machines in factories.

G. The organizational structure of the total economy or of any large sector of it, (such as agriculture) affects efficiency of production and output.
133. Have a pupil give a report on the development of a cotton industry in Uganda after the building of a new dam.

134. Perhaps have pupils read the case study of the Kikuyu farmer. They should discuss the questions at the end of this case study.

135. Have a pupil give a report on ways in which governments are trying to change agriculture, raise productivity in agriculture, and develop more cash crops for export to...
I give a report on the development of a cotton industry in Uganda after the building of a new dam.

The pupils read the case study of the Kikuyu tribe and should discuss the questions at the end of the study.

I give a report on ways in which governments are changing agriculture, raising productivity in crops, and developing more cash crops for export to international markets.


S. Generalizes from data.

G. Economic output is affected by the quality of labor or labor skills as well as by the quantity of labor.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Malnutrition and illness affects the quality of labor.

d. The countries are trying about greatly increased health and trying to educate the better health.

G. The quality of labor is usually increased by education and training.

e. The countries are trying literacy rates for economic as for political reasons.
The countries are trying to increase literacy rates for economic as well as for political reasons.
gain the exchange needed for machinery for further investment.

136. Discuss: To what extent have the African dominated countries been able to raise living levels by their economic programs?

137. Point out that many have accused the African worker of being lazy and that studies have shown that he has a lower productivity than white workers in similar jobs. Ask pupils to speculate about possible reasons for this low productivity. Then have a pupil report on an article which attempts to explain the causes.

138. Have a pupil prepare a series of charts and maps to show changes in health conditions and what African governments are doing to improve health. He should use them in an oral report to the class.

139. Have a pupil give a report on ways in which African states are trying to improve education and raise literacy rates. He should include a discussion of the role of UNESCO in this effort.
the exchange needed for machinery further treatment.

Ass: To what extent have the African dominated countries been able to raise living levels by their economies?

It out that many have accused the African worker of being lazy and that studies have shown that he has a productivity than white workers in similar jobs. Pupils to speculate about possible reasons for this productivity. Then have a pupil report on an article in attempts to explain the causes.

A pupil prepare a series of charts and maps to changes in health conditions and what African governments are doing to improve health. He should use in an oral report to the class.

A pupil give a report on ways in which African states are trying to improve education and raise literacy. He should include a discussion of the role of CO in this effort.


Kimble and Steel, Tropical Africa Today, ch. 10.

Greenough, Africa Calls ...


Kimble and Steel, Tropical Africa Today, ch. 9.

Tables in Post, New States
G. When caught between cross-pressures of norms and values of different groups to which a person belongs, a person suffers emotional strain.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. IS CURIOUS ABOUT SOCIAL DATA.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.
5. The new countries are bringing about many rapid social and economic changes, but these changes are creating problems for many Africans who feel caught between the pressure of different cultures. Family life is changing under the impact of westernization.
140. Have pupils read the case study of Pierre of Gabon. Then have them discuss the questions which follow it.

141. Have pupils read the selections from Colin Turnbull in the collection of readings edited by Riddle. Discuss: If you had been an African educated in Britain and returning to a British colony in Africa, how do you think you would have reacted? Why? Why do the changes taking place within Africa create such serious problems for Africans? Why do you think Turnbull named his book "The Lonely African"?

142. Have a pupil read the study of effects of slum clearance and new housing projects in Lagos upon the Africans who were moved by the project. He should report to the class the unintended effects of the slum clearance and the recommendations of the author for preventing such effects in future projects.
read the case study of Pierre of Gabon. Then discuss the questions which follow it.

read the selections from Colin Turnbull in an edition of readings edited by Riddle. Discuss: have you been an African educated in Britain and re- sulted a British colony in Africa, how do you think have reacted? Why? Why do the changes taking in Africa create such serious problems for Why do you think Turnbull named his book "The African"?

of W. Africa, pp. 140-143.
Editors of Current Events, etc. Africa, pp. 35-38.
Berghe, Africa, Social Problems of Change and Conflict, pp. 396-408.
G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. Some values are conducive to change; some make planned change difficult.

G. Those attempting to introduce change will fail if they fail to arouse a feeling that change is needed.

G. All the institutions in a society are related; because of this interrelationship, changes in one institution are likely to affect other institutions.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Generalizes from data.
143. Show the film *Family of Ghana*. Discuss: What factors make change difficult in this area? What factors facilitate change?

144. Have several pupils pretend to be an American sociologist studying the effects of economic change upon the family system of different African tribes. They should prepare a brief paper for distribution to the class summarizing their findings and how they studied the problem. Then have the class discuss: To what extent is the family system breaking down under the impact of economic change and urbanization? (Or the pupils could, instead, role play an interview between an American television reporter and an African sociologist on this subject.)

145. Have a pupil give a report on changes taking place in the copper belt of what was formerly Northern Rhodesia. Then discuss: What factors are helping to bring about change? What factors are making for resistance to change? What problems arise during the course of such changes?

146. A pupil might read the stories as told by young people of Africa in the book by Joy. He might then write a report in which he tries to point out: (1) things these...
Film: Family of Ghana. Discuss: What factors make change difficult in this area? What factors facilitate change?

Several pupils pretend to be an American sociologist studying the effects of economic change upon the family system of different African tribes. They should give a brief paper for distribution to the class on their findings and how they studied the problem. Then have the class discuss: To what extent is the family system breaking down under the impact of change and urbanization? (Or the pupils could, in role play, interview an American reporter and an African sociologist on this subject.)

Cop. Pupil give a report on changes taking place in copper belt of what was former Northern Rhodesia. Discuss: What factors are helping to bring about change? What factors are making for resistance to change? What problems arise during the course of such changes?

People might read the stories as told by young people in the book by Joy. He might then write a report which he tries to point out: (1) things these

Film: Family of Ghana.
National Film Bd. of Canada
1957. 30 minutes.


Powdermaker, Copper Town.

Joy, Young People of West Africa.
G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values.

S. Identifies assumptions and inconsistencies.
young people seem to have in common, (2) things which differ among these young people, (3) ways in which these people's lives are similar to and different from those of young people in this country, and (4) problems facing new countries in Africa as indicated by what these young people tell about their own lives.

147. Have a pupil write a Rip Van Winkle story about an African in one of the tribes in what is now an independent country. He should describe life around 1870, when he wakes up again in 1930, and when he wakes up again in the current day. The story should focus upon changes which have taken place.

148. Read aloud the statements made by white miners in Northern Rhodesia about what they dislike about the African miners. Discuss: Why do you think the Africans did some of these things? What kinds of things done by the white man might annoy the African? Quote some of the statements made by white men to Africans. Also ask: How would discrimination against Africans affect the speed of cultural change among them? Why?

149. Read aloud the statement quoted by Powdermaker of a white man who is expressing his hatred toward African workers. Have pupils identify his assumptions and inconsistencies.
People seem to have in common, (2) things which among these young people, (3) ways in which people's lives are similar to and different from young people in this country, and (4) problems new countries in Africa as indicated by what young people tell about their own lives.

Pupil write a Rip Van Winkle story about an African of the tribes in what is now an independent country should describe life around 1870, when he wakes in 1930, and when he wakes up again in the cur
The story should focus upon changes which have place.

Cud. the statements made by white miners in Rhodesia about what they dislike about the miners. Discuss: Why do you think the Africans of these things? What kinds of things done by one man might annoy the African? Quote some of the things made by white men to Africans. Also ask: How discrimination against Africans affect the speed of change among them? Why?

Powdermaker, Copper Town, pp. 75-76, etc.

Powdermaker, Copper Town, p. 78.
S. Is able to empathize with others.

G. Conflict may be over economic or non-economic goals.

S. Generalizes from data.

R. South Africa is better off compared to the other African countries, because it adopted very restrictive racial policies which may eventually lead to a explosion.
6. Some of the newly independent countries which had many white settlers face racial problems.

B. South Africa is better off economically than the other African countries, but it has adopted very restrictive racial policies which may eventually lead to a racial explosion.
150. Remind pupils of the Mau Mau uprisings in Kenya. Point out that the leader of that uprising is now the leader of the new government. Ask pupils to imagine that they are white people living in Kenya. How would they now feel? Now have them imagine that they are Negroes living there. How would they feel?

Have several pupils present a panel discussion on the question: How have white settlers fared in new African countries dominated by the Africans? They should be sure to include data on Kenya.

151. Have all pupils do some reading on South Africa. They should look for ways in which this country differs from and resembles the other African countries.


Carter, Independent Africa, ch. 3.


Nielsen, African Politics, pp. 59-64, 72-78.

Nielsen, Africa, ch. 6.

Shepherd, Politics and Nationalism, pp.

Carter, South Africa, ch. 6.


Paton, Land and People, South Africa, chs. 20-21, 23.
As the Mau Mau uprisings in Kenya. Point leader of that uprising is now the leader government. Ask pupils to imagine that they people living in Kenya. How would they now have them imagine that they are Negroes living would they feel?

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Carter, Independence for Africa, ch. 3.

Rowan, "The Metamorphosis of Jomo Kenyatta."


Nielsen, African Battleline, pp. 59-64, 72-78.

Nielsen, Africa, ch. 9.

Shepherd, Politics of African Nationalism, pp. 115-128.

Carter, South Africa.


Paton, Land and People of South Africa, chs. 4, 17, 20-21, 23.
G. In a private enterprise system, the market serves to determine largely what shall be produced, how it shall be produced, how much shall be produced, and who shall get what part of the production.

S. Generalizes from data.

1. Levels of living are higher for as well as for the white people, the economic system differs from that in dominated countries.

G. Frustration may lead to aggression.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

S. Generalizes from data.

2. By and large the Africans have education and are more Western in the people in many of the dominated countries.

3. As in other countries, the people are still facing serious problems because of conflicts.
1. Levels of living are higher for the Africans as well as for the white people. The economic system differs from that in the African-dominated countries.

2. By and large the Africans have better education and are more westernized than are the people in many of the African-dominated countries.

3. As in other countries, the Africans face serious problems because of cultural conflicts.
152. Project a student-made table showing per capita income for all of the population as well as for whites and Africans in South Africa. Compare with a student-made table on the other African countries.

153. Discuss: On the basis of your reading, how would you characterize the economic system in South Africa? Why? (Perhaps have students place it on a continuum between market and command economies.)

154. Place figures on literacy rates for South Africa and other countries on the chalkboard. Discuss. Then point out that there are probably more Africans who are westernized in outlook in South Africa than in most of the other African countries. Ask: If you were one of these educated and westernized Africans, how would you react if you were kept from good jobs, good housing, and rights of voting?

155. Project a map showing different African groups, Asiatic groups, and white people in South Africa. Discuss: How does the composition of population compare with that
a student-made table showing per capita income of the population as well as for whites and in South Africa. Compare with a student-made table in the other African countries.

On the basis of your reading, how would you characterize the economic system in South Africa? Why?

Have students place it on a continuum between market and command economies.

Figures on literacy rates for South Africa and other countries on the chalkboard. Discuss. Then point out there are probably more Africans who are educated and westernized in South Africa than in most of the other African countries. Ask: If you were one of the educated and westernized Africans, how would you respond if you were kept from good jobs, good housing, and the right to vote?

A map showing different African groups, Asiatic and white people in South Africa. Discuss: How does the composition of population compare with that in Griffin, Continent in a Hurry, pp. 35-37.

Burke, Africa's Quest for Order, pp. 92-97.
S. Generalizes from data.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

4. The white people in South Africa divided in political and social issues.

5. The apartheid policy has led to restrictions upon Africans.
4. The white people in South Africa are divided in political and social beliefs.

5. The apartheid policy has led to greater restrictions upon Africans.
in other African countries? What problems does it raise?

156. Discuss: What differences divide the English and the Africaners in South Africa? Which group has more economic power? More political power?

157. Review what pupils saw in the film, *Cry the Beloved Country*. Then do one or more of the following:

a. Place on the blackboard figures on white and non-white population in South Africa.

b. Have a pupil prepare a bulletin board display on Racialism: Powderkeg in South Africa.

158. Perhaps have all members of the class read the brief excerpt from *Tell Freedom*, which appears in the Stavrians' *Wonders of World*. Nielsen, *Africa*, p. 3.
I wish to refer to the United States, or to some Asian or African countries? What problems does it raise?

What differences divide the English and the Afrikaans in South Africa? Which group has more economic or political power?

... pupils saw in the film, *Cry the Beloved Country*. Then do one or more of the following:

- On the blackboard figures on white and non-white population in South Africa.
- Pupil prepare a bulletin board display on the apartheid system: *Powderkeg in South Africa*.

... all members of the class read the brief excerpt from *Tell Freedom*, which appears in the Stavrianos' *Readings in World History*, edited by L. Nielsen, *African Battleline*, p. 3.
S. Identifies assumptions.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for discrimination against other races.

G. Frustration and/or self-hatred or self-doubts may lead to apathy.

G. An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.
collection of readings. Discuss: how would you have felt if you had been in the boy Peter's position? Now have a student tell the class more about Peter Abraham's book *Tell Freedom*.

159. Have pupils read excerpts from a speech by Verwoerd on apartheid. Have pupils identify his assumptions and decide whether or not they can accept them.

160. Have a pupil explain apartheid to the class. He should include a discussion of what it means, the reasons for it, and the rationalizations given for it by the white men in South Africa. Then have pupils examine the assumptions behind apartheid to see if they can accept them.
Readings: Discuss: how would you have been in the boy Peter's position? Now tell the class more about Peter Abraham's PP. 824-831. Peter Abraham, Tell Freedom.

Read excerpts from a speech by Verwoerd on apartheid. Have pupils identify his assumptions and decide if they can accept them. (Gould, Africa: Continent of Change, Africa, Social Problems of Change and Conflict, p. 15.)

See Phillips, Tragedy of Apartheid, pp. 137-139.
S. Generalize from data.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Generalizes from data.
161. Place on the board figures on African voting in the Cape under the early British grant of 1853. Then put figures on the board to show what has happened since then. Have pupils compare the two sets of figures and generalize about them.

162. Place on the blackboard figures to show how the Transkeian legislative body was to be set up. Then read aloud a description of the 1963 elections for this body and give pupils the results of the election and the composition of the body. Discuss: To what degree do you think South Africa has really permitted the Africans to control their own affairs in the lands set aside for them under the policy of apartheid? Or have a pupil pretend to be an investigator for the U.N. He should write up his report of how apartheid has worked in the Transkei. Ditto the report for the class members to read and discuss.

163. Have a group of students debate or present a panel on a question related to apartheid and its effects on the Africans or on the chances of its success in warding off an African revolt.

164. Put on the board figures for the life expectancy of different groups of people in South Africa. Discuss: What do these figures show about the way in which Africans have been treated in this country?
the board figures on African voting in the Cape
early British grant of 1853. Then put figures
board to show what has happened since then. Have
compare the two sets of figures and generalize
them.

the blackboard figures to show how the Trans-
islative body was to be set up. Then read
description of the 1963 elections for this body
pupils the results of the election and the com-
of the body. Discuss: To what degree do you
South Africa has really permitted the Africans
their own affairs in the lands set aside for
the policy of apartheid?

pupil pretend to be an investigator for the U.N.
write up his report of how apartheid has worked
Mbeki, S. Africa: The
Peasant's Revolt, pp. 23ff.
Panskei. Ditto the report for the class members
and discuss.

group of students debate or present a panel on a
related to apartheid and its effects on the
deter on the chances of its success in warding off
in revolt.

Phillips, Tragedy of
Apartheid.

Gould, Africa, Continent
of Change.

the board figures for the life expectancy of dif-
tous of people in South Africa. Discuss: What
figures show about the way in which Africans
treated in this country?

Mbeki, South Africa: The
Peasant's Revolt, p. 71.
A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. DESIRES TO PROTECT RIGHTS OF MINORITIES.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

G. Frustration may lead to apathy.

G. Frustration may lead to apathy.

G. Frustration may lead to aggression.

S. Generalizes from data.

S. Generalizes from data.

6. South Africa has withdrawn from the Commonwealth and has moved
may lead to aggression.
may lead to apathy.

6. South Africa has withdrawn from the British Commonwealth and has moved toward a govern-
165. Have a pupil write up imaginary interviews with an African and a white man after the Sharpsville shooting.

166. Have a pupil write an imaginary dream of a white man in South Africa who dreams that the tables are reversed and that the African controls the government. Or he might dream that he is an African caught by apartheid laws.

167. Have several pupils present a panel discussion on the question: What is happening to the educated professional and trading elite among the Africans in South Africa? The students should discuss their attitudes as well as what is happening to them. Afterwards, ask: What attitude do you think these people will take toward the government if they cannot achieve reforms by peaceful means?

168. Read aloud a quotation from Luthuli and from Kuper on the possibilities for peaceful change in South Africa. Have pupils read some of the statements in Friedman or Emerson such as the court orders or statements by people arrested and tried. Now discuss: How much chance do you think there is for the Africans to gain rights in South Africa by peaceful means?

169. Have pupils read some of the decrees and laws passed in South Africa to restrict opposition. Discuss: What
write up imaginary interviews with an African white man after the Sharpesville shooting.

I write an imaginary dream of a white man in which he dreams that the tables are reversed and an African controls the government. Or he might be an African caught by apartheid laws.

Pupils present a panel discussion on the question: What is happening to the educated professional elite among the Africans in South Africa? They should discuss their attitudes as well as the circumstances happening to them. Afterwards, ask: What attitudes do you think these people will take toward the government if they cannot achieve reforms by peaceful means?

Read a quotation from Luthuli and from Kuper on possibilities for peaceful change in South Africa. Read some of the statements in Friedman, Reeves, Shooting at Sharpesville, Phillips, Tragedy of Apartheid, ch. 1.


Luthuli, Let My People Go.
Friedman, I Will Still Be Moved.
Emerson and Kilson, Political Awakening of Africa, pp. 94-98.

e.g. See Phillips, Tragedy of Apartheid, p. 80.

If you think there is much for the Africans to gain by peaceful means?

Read some of the decrees and laws passed in R. S. A. to restrict opposition. Discuss: What
G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES PROCEDURAL SAFEGUARDS OF THOSE ACCUSED OF CRIMES.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Is committed to the free examination of social attitudes and data.
relationship to democracy and obvious one; the organization of majorities, the competition of goals, and the ability in which democracy presupposes all depend on a high degree of freedom.

from data.

EDOM OF THOUGHT AND DURAL SAFEGUARDS OF CRIMES.

Relationship to democracy and obvious one; the organization of majorities, the competition and the ability to oppose criticism presupposes all depend on the free examination of attitudes and data.

ment with one dominating party (although an opposition party is permitted), and toward serious restrictions upon opposition and criticism.
would be the effects of these laws upon opposition? Do you think that the prime minister of South Africa is justified in attacking the countries controlled by Africans as dictatorships?

170. Have a pupil tell the class, using a dittoed outline which he has prepared, how the government of South Africa has been modified in recent years to make it independent from the British Commonwealth and to change its structure and operations. Discuss: Why do you think South Africa withdrew from the Commonwealth?

171. Now have a pupil report on the account by Phillips, a Canadian editor, about what has been done to stop opposition.

172. Have several pupils role play a Meet the Press broadcast featuring the current prime minister of South Africa.
The effects of these laws upon opposition? Do
that the prime minister of South Africa is
attacking the countries controlled by Af-

tatorships?

political tell the class, using a dittoed outline
S
Spiro, Politics in Africa.

pp. 55-59.


from the British Commonwealth and to change

ure and operations. Discuss: Why do you think

ca withdrew from the Commonwealth?

The pupil report on the account by Phillips, a
Phillips, Tragedy of Apartheid,

ch. 6-7, 13-18.

pupils role play a Meet the Press broad-
ing the current prime minister of South
A. IS CURIOUS ABOUT SOCIAL DATA.

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Draws inferences from tables.

S. Is able to empathize with others.

S. Draws inferences from tables.

C. The Portuguese, British, and South Africans have different reasons for trying to maintain control over their remaining territories in Africa.

1. The Portuguese are trying to maintain their colonial empire and the economic benefits of the colonies. They have faced problems in Angola and growing problems in Mozambique.
C. The Portuguese, British, and South Africans have different reasons for trying to maintain control over their remaining colonies in Africa.

1. The Portugueses are trying to keep their colonies in order to maintain some colonial empire and the economic benefits from the colonies. They have faced serious problems in Angola and growing problems in Mozambique.
173. Quote Salazar to the effect that: "As a nation, we are the trustees of a sacred history; we consider that it is our duty, and in the interests of the west, to safeguard it, and we sacrifice ourselves by fulfilling that duty." Tell pupils to try to decide as they study further, who is making the sacrifice in the Portuguese colonies in Africa.

174. Place on the board figures for white and non-white populations in Angola and Mozambique. Discuss: Why might the white people wish to have Portugal maintain control? Why would the Africans object?

175. Have several pupils role play a discussion between several Africans living in Angola about the conditions which they dislike and what they should do about them.

176. Project table comparing wages of Europeans and Africans doing the same kinds of work in Angola. Discuss: If you were an African in Angola, how would you react to this difference?

177. Project a table showing the education of European child-
azar to the effect that: "As a nation, we are


ees of a sacred history; we consider that it

ty, and in the interests of the west, to safe-

and we sacrifice ourselves by fulfilling that

king the sacrifice in the Portuguese colonies.

the board figures for white and non-white popu-

Nielsen, African Battelining, p. 27.

Angola and Mozambique. Discuss: Why might the

people wish to have Portugal maintain control? Why

Africans object?

eral pupils role play a discussion between

Nielsen, African Battelining, ch. 2.

Africans living in Angola about the conditions

they dislike and what they should do about them.


Okuma, Angola in Ferment.


Griffin, Continent in a Hurry, pp. 38-40.

Okuma, Angola in Ferment, p. 37.

table comparing wages of Europeans and Africans

e same kinds of work in Angola. Discuss: If you

African in Angola, how would you react to this

ce?

Okuma, Angola in Ferment, p. 38.

table showing the education of European child-


South Africa has refused to either recognize U.N. control over the areas held as a mandate under the League of Nations. It wishes to incorporate into South Africa which adjoins the areas of South Africa it wishes to incorporate.
2. South Africa has refused to either grant independence to Southwest Africa or to recognize U.N. control over the area which it held as a mandate under the League of Nations. It wishes to incorporate this area into South Africa which adjoins it.

3. The British have hesitated to grant independence to some of the protectorates surrounded by South Africa or to Rhodesia.
ren and African children in Angola. Ask: What light does this table throw on the statements by Portuguese that they have no racial feelings of superiority and are trying to achieve a mission in their African colonies?

178. Place on the board figures for white and non-white populations in South West Africa. Ask: How does the white figure compare with other parts of Africa? (Project table if necessary.) Discuss the implications for Africans.

179. Have several pupils role-play a hearing before the U.N. on whether or not South West Africa is under U.N. jurisdiction and whether the U.N. should declare that S. Africa has not carried out its responsibilities properly.

180. Have three pupils present a panel discussion on the question: Should the British grant independence to the protectorates which are within or on the boundary of South

- Great Decision 45-46.
- Nielsen, African Line, ch. 5.
- Shepherd, Political National 123.
- Lowenstein, British...
Can children in Angola. Ask: What light does this throw on the statements by Portuguese who have no racial feelings of superiority and who to achieve a mission in their African colony, South West Africa. Ask: How does the white line compare with other parts of Africa? (Project necessary.) Discuss the implications for Africa.

Pupils role-play a hearing before the U.N. on whether South West Africa is under U.N. jurisdiction. Should the U.N. declare that S. Africa failed to carry out its responsibilities properly.

Nielsen, African Battle-line, ch. 6.
Nielsen, Africa, pp. 120-123.
Shepherd, Politics of African Nationalism, pp. 128-139.
Lowenstein, Brutal Mandate.

Pupils present a panel discussion on the question of whether the British grant independence to the protectorates which are within or on the boundary of South Africa.

Nielsen, African Battle-line, ch. 5.
Spiro, Politics in Africa.
S. Generalizes from data.

5. These colonies face much the same economic problems as do the newly independent countries.

4. Because they fear that the protectorate of Rhodesia would fall to South Africa and whites would mistreat the African peoples, Rhodesia has broken away from Britain and has faced an economic crisis as a result.
4. These colonies face much the same kind of economic problems as do the people in the newly independent countries.

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because they fear that the protectorates would fall to South Africa and that the whites would mistreat the Africans. Rhodesia has faced economic problems as a result.
181. Have several pupils role play a Meet the Press broadcast featuring Smith of Rhodesia.

182. Have a pupil write up a series of imaginary interviews with an African, a white settler in Rhodesia, Smith, Wilson, and an Englishman who has a relative living in Rhodesia about the Rhodesian attempt to break away from Britain. Then project results of a British opinion poll on what Britain should do.

183. Invite as guest speakers, on different days, an African student and a white student from Rhodesia who are studying at a local college. Have them discuss the problems facing their country and the move for independence from Britain.

184. Discuss: On the basis of what you have heard in class, how would you compare the economic problems facing the colonies with those facing the independent countries in Africa? Are they better off or worse off? (Check against tables on per capita income, literacy rates, death rates, etc.) How do their economic systems compare?
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Sou.

pupils' role play a Meet the Press broadcast on the Rhodesian attempt to break away from Britain should do.

Nielsen, African Battle-
line, pp. 53-54. (poll results).

Use Readers' Guide.

Nielsen, African Battle-
line, ch. 3.

ch. 5. Halpern, South Africa's Hostages.

If the basis of what you have heard in class, compare the economic problems facing the independent countries with those facing the independent countries. Are they better off or worse off? (Check sources on per capita income, literacy rates, etc.) How do their economic systems...
S. Compares sources of information.

G. Although culture is always changing, many parts or elements may persist for long periods of time.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

S. Generalizes from data.

S. Sets up hypotheses.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

S. Reads for main ideas or to answer questions.

V. There is a strong movement for conflict among the African countries. However, Sub-Saharan Africa is a center for conflict among the world.

A. There have been strong Pan-African movements since in Africa.
...of information.

Nature is always changing, and elements may persist throughs of time.

Do not discard a likely; they are more dny it to fit into cases.

Inform data.

theses.

V. There is a strong movement for closer relationships among the African countries and for non-alignment in the Cold War struggle; however, Sub-Saharan Africa is a potential center for conflict among the world powers.

A. There have been strong Pan-African movements of a variety of types since independence movements began in Africa.
185. Show the film REPORT FROM AFRICA, pt. 1. This film deals with problems of all three types of countries in Africa. The film is now old, but it should serve as a good take-off to a comparison of the three different types of countries: independent countries controlled by Africans, independent countries controlled by whites, and colonies. Remind pupils of the date on which the film was made. Then discuss: To what extent do you think the problems presented in this film are still in existence?

186. Now discuss: On the basis of what you have seen, read, or heard discussed, what similarities do you see among the problems facing the different kinds of countries in Africa? What differences do you see? Tell pupils the meaning of Negritude and the way in which the belief in Negritude has led to something of an idealization of the past. Discuss: How might such idealization help the new countries? What implications does this belief have for the kind of society which will develop in the future? How are ideas related to Negritude seen in the workings of the present governments?

187. Ask: From what you have read so far, what do you think might be some of the chief foreign policy decisions facing African countries? Facing the U.S. in our relations with Africa?

188. Have pupils read about Pan Africanism and African federations in books, pamphlets, and periodical articles. They should look for: (a) the purposes of the movement, (b) variations in type of federation in co-

Film: Report
Pt. 1. (See McGraw Hill,
Rosberg, Afr
World Today, 52-54, 57-58
Joy, Emergin
Film: Report From Africa: Pt. 1. (See it Now)
McGraw Hill, 54 min.

This film deals with影片s of all three types of countries in Africa. Now old, but it should serve as a good take-
comparison of the three different types of
independent countries controlled by Africans,
countries controlled by whites, and

Remind pupils of the date on which the film

Then discuss: To what extent do you think

as presented in this film are still in existence?

On the basis of what you have seen, read,
discussed, what similarities do you see among

What differences do you see? Tell pupils

of Negritude and the way in which the belief
has led to something of an idealization of

Discuss: How might such idealization help

tries? What implications does this belief
have kind of society which will develop in the

are ideas related to Negritude seen in the

the present governments?

What you have read so far, what do you think

some of the chief foreign policy decisions

ican countries? Facing the U.S., in our

with Africa?

read about Pan Africanism and African fed-

books, pamphlets, and periodical articles.

look for: (a) the purposes of the move-

variations in type of federation in co-

Rosberg, Africa and the
World Today, pp. 37-39,
52-54, 57-58.

S. Generalizes from data.

G. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of...
from data.

change introduced from
is accepted for a time,
ing loss of traditional
conflict between gener-
ter, as members of the
cover that they cannot
fully in the dominant
as they develop feel-
security, they react by
nativistic movements to
foreign culture and re-
cultural values.

, and particularly at-
superiority by members
rationalist country, give
lings of frustration;
ed with the diffusion

1. There are a number of reasons for the
   Pan African movement: the feeling of
   "Negritude" and the feeling that African
   countries would profit by larger markets
   and would be stronger in international
   affairs if they could unite in a fed-
eration of some kind.
operation, and (c) the degree of success of the movement.

189. Discuss: Why do you think there is so much feeling among Africans, particularly African leaders, about Pan Africanism?
(c) the degree of success of the move-
do you think there is so much feeling
particularly African leaders, about

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pp. 144-46.
Emerson and Kilson, Political
Awakening of Africa, pp. 145-
158.
Wallerstein, Africa, ch. 6.
Salkever and Flynn, Sub-Sa-
haran Africa, pp. 58-60.
Hodgson and Stoneman, Chang-
ing Map of Africa, pp. 111-125.
McKay, Africa in World Pol-
itics, pp. 93-153.
Carter, Politics in Africa,
pp. 209-244.
Hapgood, Africa, ch. 7.
of nationalist ideas, it helps give rise to feelings of nationalism.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Mass production needs mass markets.

S. Generalizes from data.  

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

2. There have been several attempts at federation among two or more countries; most of them have failed.

3. Some of these movements have various types of cooperative economic common market situations.
Most ideas, it helps to feel feelings of national-

pool their power behind in varying systems of and combinations.

Policy considerations are ideology, considerations of self-interest, percep-
tions, expectations about tions will act, and do-
dents at home.

Nation needs mass markets.

...attempt pool their power behind moves in varying systems of have and combinations.

-132-

1. There have been several attempts at federation among two or more independent countries; most of them have broken down.

3. Some of these movements have called for various types of cooperation or even economic common market situations.
190. Have a pupil project a map showing the former federation of North and South Rhodesia and Nyasaland. He should tell the class the reasons for creating the federation and for its failure.

191. Have three pupils role-play interviews between an American newspaper correspondent and the leaders of Tanganyika and Zanzibar on their reasons for establishing Tanzania, the extent of real federation, and what they hope to have happen next.

192. Now have pupils list on the board other types of cooperation, including attempts at economic cooperation and federation. Ask: What happened in each case?
2. Pupil project a map showing the former federation of North and South Rhodesia and Nyasaland. Tell the class the reasons for creating federation and for its failure.

3. Three pupils role-play interviews between an American newspaper correspondent and the leaders of Ujamaa and Zanzibar on their reasons for establishing Tanzania, the extent of real federation, and what they hope to happen next.

4. Pupils list on the board other types of cooperation, including attempts at economic cooperation. Ask: What happened in each case?
**Generalizes from data.**

Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflict between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.

**Generalizes from data.**

4) The future of Pan Africa clouded by the growing beliefs in independence fostered by the movement within the community. Some observers believe it will be easier to achieve federation in Africa than in Europe.

**Identifies value-conflicts.**

B. African countries have adopted non-alignment; they have tried to avoid war conflicts from both sides of the cold war, and at the same time not taking sides in the cold war conflict.

1. Former British colonies have received considerable aid, capital and technical help from the United Kingdom, and the relationship between these countries has remained fairly good despite the loss of colonial status.

2. Former French colonies have received large amounts of aid from France, and some of them are associated with the French community.
4) The future of Pan Africanism is clouded by the growing nationalistic beliefs in independent countries, fostered by the moves to establish unity within the countries. However, some observers believe that it will be easier to develop a federation in Africa than in Western Europe.

B. African countries have adopted a policy of non-alignment; they have tried to get aid from both sides of the cold war while at the same time not taking sides in the cold war conflict.

1. Former British colonies have received considerable British aid in terms of capital and technical help. Relations between these countries and Britain remain fairly good despite the old colonial status.

2. Former French colonies have remained within the French community and have received large amounts of French aid. Some of them are associated with the
Discuss: What do you think the chances are for a united Africa? Why?

193. Have two pupils assume the roles of Nielsen and Mr. X, the African leader, and use Nielsen's chapter as the basis for a script for a class presentation.

194. Have a pupil prepare a table or chart showing the kinds and extent of British aid to former British colonies in Africa.

Read aloud several quotations about present relations between Britain and her former African colonies. Discuss: Why do you think the colonies get along so well with the country which formerly controlled them?

195. Have a pupil prepare a report on the French community and the kinds of aid received by former African colonies which have remained within the French community. He should also discuss the role of these countries in the
What do you think the chances are for a united Africa?

Why?

Pupils assume the roles of Nielsen and Mr. X, an African leader, and use Nielsen’s chapter as the basis for a script for a class presentation.

Pupils prepare a table or chart showing the kinds of aid received by former African colonies.

Read several quotations about present relations between Britain and her former African colonies. Why do you think the colonies get along so well with the country which formerly controlled them?

Pupils prepare a report on the French community in Africa and discuss the role of these countries in the French community. He McKay, Africa in World Politics, ch. 8.
3. The African countries have accepted U.S. aid but have worried about becoming involved in the conflict and about becoming too subject to economic control, which they think could be a form of colonialism.

4. The African countries have declared their non-alignment war.

C. Both the Soviet Union and Communist China have granted economic aid and have tried to spread communism.
European Common Market.

3. The African countries have been glad to accept U.S. aid but have worried about becoming involved in the cold war conflict and about becoming too dependent upon American capital and so becoming subject to economic controls which they think could be a form of colonialism.

4. The African countries have generally declared their non-alignment in the cold war.

C. Both the Soviet Union and Communist China have granted economic aid and advice and have tried to spread communism in Africa.
European Common Market. Discuss: What effect is the membership in either the French community or the European Common Market likely to have on attempts to establish a United Africa or at least more economic cooperation among African countries?

196. Have a pupil give a report on American Aid to African countries. He should project tables and charts showing the amount of American economic aid to African countries as compared with aid to other countries. He should also discuss the African reaction to such aid. Focus this discussion upon the extent to which such aid may be helpful in economic development and on the reaction to any attempts to tie aid to a stand in the cold war. Discuss: Should the U.S. grant more economic aid to African countries?

197. Quote one or more African leaders about the policy of non-alignment. Then ask pupils to read to find out why African countries have taken such a stand. Discuss.

198. Have a group of students present a panel discussion on "How Successful Have the Communists Been In Extending Their Influence in African Countries South of the Sahara?" The students should discuss the techniques used to try to extend influence, the differences which have arisen in the Soviet and Chinese attempts, and the degree to which both have been successful. Discuss: What U.S.
Common Market. Discuss: What effect is the Common Market likely to have on attempts to a United Africa or at least more economic among African countries?

All give a report on American Aid to African. He should project tables and charts showing of American economic aid to African countries compared with aid to other countries. He to discuss the African reaction to such aid, a discussion upon the extent to which such helpful in economic development and on the to any attempts to tie aid to a stand in the Discuss: Should the U.S. grant more economic African countries?

or more African leaders about the policy of ment. Then ask pupils to read to find out why countries have taken such a stand. Discuss.

Group of students present a panel discussion on plessful Have the Communists Been in Extending influence in African Countries South of the Sahara?" should discuss the techniques used to try influence, the differences which have arisen Viet and Chinese attempts, and the degree to have been successful. Discuss: What U.S.


McKay, Africa in World Politics, chs. 19-20.

Montgomery, Aid to Africa.

Emerson and Kilson, Political Awakening of Africa.


Shepherd, Politics of African Nationalism, ch. 5.

Brzezinski, ed., Africa and
S. Generalizes from data.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE, ALTHOUGH RECOGNIZING THE IMPORTANT ROLE OF VALUES IN MAKING DECISIONS ABOUT PROBLEMS DEMANDING ACTION.

S. Reads to answer questions.

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

A. SCEPTICISM OF PANACEAS.

S. Identifies value-conflicts.

D. The African countries have become the U.N. both because of their vo and because issues related to Afr created serious problems to be re

E. The U.S. faces many value-conflic tries to determine its policies w fect Sub-Sahara Africa.

1. If we demand things of the co help us in the Cold War confl turn for aid, the African cou likely to refuse the aid or a alienated by the demand. Yet Americans feel that we should aid to any country which is n
D. The African countries have become important in the U.N. both because of their voting power and because issues related to Africa have created serious problems to be resolved.

E. The U.S. faces many value-conflicts as it tries to determine its policies which affect Sub-Saharan Africa.

1. If we demand things of the countries to help us in the Cold War conflict in return for aid, the African countries are likely to refuse the aid or at least be alienated by the demand. Yet many Americans feel that we should not give aid to any country which is not willing
policies would be most likely to combat communist influence? (Do not discuss thoroughly at this point, but raise the question for further study and discussion.)

199. Have a student prepare a dittoed sheet summarizing the importance of Africa to the U.N. He should use it in presenting a report on this topic.

200. Have pupils read about American foreign policy as related to Africa. They should read current articles as well as books and pamphlets. Give them questions to guide their reading.

201. Have a group of students role-play a meeting of the Senate Foreign Relations Committee which is holding hearings on economic aid to African countries. They should hear testimony and ask questions of witnesses who favor and oppose tying the aid to taking sides in the Cold War. Afterwards, make sure that the class can identify the value-conflicts involved in the dispute.
be most likely to combat communist in-
not discuss thoroughly at this point, but
ation for further study and discussion.)

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Africa to the U.N. He should use it in
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Afterwards, make sure that the class can
value-conflicts involved in the dispute.

the Comm. World.

McKay, Africa in World Poli-

46-47.

Gygory & Gibbs, eds., Prob-
lems in Int'l. Relations,
pp. 244-261.

Shepherd, Politics of Afri
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Use Readers' Guide.

McKay, Africa in World Poli-
tics, Part 1.

48-49.

Rosberg, Africa and the
World Today, ch. 10.
to join us in the Cold War's against communism. On the other hand, if we refuse to grant aid to countries which are non-aligned or which have some trade connections with us, we may force these countries even more toward the communist countries for help.

2. We could probably do as much good by improved trade arrangements to hold up prices for goods and to purchase more American products than we can by direct economic policies. However, such policies would alienate American voters and business interests.

3. If we refuse to cooperate in efforts to force South Africa to remove restrictions against Africans, South Africa and Southwest Africa will alienate the rest of the world. If we do cooperate, we will alienate a country which is strongly anti-communist.

4. If we continue to maintain pressure on Portugal with Portugal, we will alienate Portuguese colonial peoples; pressure to bear upon Portugal will alienate an ally in the cold war, which provides us with bases.

5. If we do not cooperate with
to join us in the Cold War struggle against communism. On the other hand, if we refuse to grant aid to countries which are non-aligned or which have some trade connections with the communists, we may force these countries into turning even more toward the communist countries for help.

2. We could probably do as much or more good by improved trade arrangements designed to hold up prices for African goods and to purchase more African goods than we can by direct economic aid; however, such policies would antagonize many American voters and businessmen.

3. If we refuse to cooperate in some move to force South Africa to remove restrictions against Africans in both South Africa and Southwest Africa, we will alienate the rest of the African countries. If we do cooperate in such a move, we will alienate a country which is strongly anti-communist.

4. If we continue to maintain good relations with Portugal, we will alienate the Portuguese colonial peoples; if we bring pressure to bear upon Portugal, we will alienate an ally in the cold war struggle—an ally which provides us with military bases.

5. If we do not cooperate with Britain in
202. Remind pupils of Nielsen's interview with the African leader. What did the African say about the importance of trade? Now have pupils read to find out if they agree with him. Discuss: Why is it so difficult to follow this advice?

203. Ask pupils to assume that they are presidential advisers on foreign policy. Ask: What would you recommend that the President do in relation to South Africa and Southwest Africa? Have each pupil write a position paper for the President. Collect and identify several which take quite different views. Read excerpts to the class. Then hold a class discussion on the question. Be sure that pupils identify the value-conflicts involved.

204. Point out to the class several incidents in which the U.S. took the side of Portugal during U.N. debates or votes. Discuss: What effect would such positions be likely to have upon our relations with African countries? Why? Why do you think we took such a stand? What do you think we should do in the conflict between Portugal and its African colonies?

205. Review briefly the issues related to Rhodesia's attempt pp. 65-72, 77

Salkever and Saharan Africa
Goldschmidt, and Africa, c
Nielsen, Afri
Shepherd, Pol Nationalism,
Mahlhotra, "A U.N."
Shepherd, Pol Nationalism,
Nielsen, Afri
Nielsen, Afri
...and a few details of Nielsen's interview with the African...%

What did the African say about the importance of...him. Discuss: Why is it so difficult to follow his advice?

...to assume that they are presidential advisors...about South Africa and Africa? Have each pupil write a position paper for the President. Collect and identify several of these papers, which represent quite different views. Read excerpts to the class and hold a class discussion on the question. Be sure pupils identify the value-conflicts involved.

Discuss: What effect would such positions be likely to have upon our relations with African countries? Why do you think we took such a stand? Do you think we should do in the conflict between South Africa and its African colonies?

Briefly...the issues related to Rhodesia's attempt to secede from the British Commonwealth.
The formal distinction between domestic and foreign policy is increasingly unclear.

Identifies value-conflicts.

Having identified and defined a problem and value-conflicts and having studied the causes of the problem and possible alternative courses of action, he makes his choice among alternatives in terms of which alternative seems most likely to achieve his goals.

its moves against the Rhodesian government, we will alienate the Africans. If we do cooperate, we will alienate white leaders of a country with mineral resources. If we do not get Britain into more stringent measures against Rhodesia, we may antagonize Africans. If we do try to do nothing, we will alienate many British who have relatives in Rhodesia.

6. Unless we improve race relations, all of our moves to aid Africans may have little impact upon the black people.
its moves against the Rhodesian govern-
ment, we will alienate the Africans; if we do cooperate, we will alienate the white leaders of a country which has rich mineral resources. If we do not push Britain into more stringent measures against Rhodesia, we may antagonize many Africans. If we do try to do so, we may alienate many British who have friends and relatives in Rhodesia.

6. Unless we improve race relations at home, all of our moves to aid African countries may have little impact upon the African people.
to set up an independent country without Britain's consent. Ask: What were the issues involved? What measures did Britain take? What stand did the U.N. take? What stand did the U.S. take? Discuss the value-conflicts involved in making any U.S. decision about Rhodesia. (If necessary, project a table showing the important resources in Rhodesia.)

206. Discuss: Suppose you are the U.S. Secretary of State or Ambassador to the U.N. and you have just been trying to persuade African diplomats of our good intentions toward their countries. What domestic factors in this country, which they would see reported frequently in papers or might even experience, might affect their reaction to your remarks? Why?

207. A pupil might prepare a bulletin board on "Value-Conflicts in U.S. Policies Toward Africa." Discuss the factors influencing foreign policy decisions in our relations with Africa, being sure to point out the need to assess the importance of different goals and judge the effects of different courses of action.

208. Perhaps have each student write a policy statement on what he thinks the U.S. should do in relationship to some current problem related to Africa. He should identify and define the problem and value-conflicts involved, should consider the causes of the problem, should indicate what he thinks are the probable consequences of different courses of action, and should then indicate why he has made his choice in terms of his particular goals.
An independent country without Britain's con- 
were the issues involved? What measures 
take? What stand did the U.N. take? What 
U.S. take? Discuss the value-conflicts in-
aking any U.S. decision about Rhodesia. (If 
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problem related to Africa. He should identify 
problem and value-conflicts involved, 
sider the causes of the problem, should in-
he thinks are the probable consequences 
courses of action, and should then indicate 
made his choice in terms of his particular
S. is able to empathize with others.
S. Generalizes from data.
A. VALUES HUMAN DIGNITY.
Compare some of the choices in class and discuss reasons for the different choices. (Are they due to differences in values or to differences in interpretation of evidence and predictions of consequences of different courses of action?)

209. If possible, have pupils correspond with African students in one of the schools in Africa south of the Sahara. Perhaps use the school in which a local Peace Corpsman is teaching. Or make contact with a school through a local missionary group. Be sure that you work with students on their letters to the point that none will sound like fillers. Open the right to discuss with the class any places and any other things you may be deleted. Ask: How would you feel if you were an African student and received this letter? Why?

Use the letters received from the African students to help the class understand more about African life and the feelings of the Africans.
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Key to Reading Level

**Very easy for 12th grade students.

*Easy for 12th grade students.

#Somewhat above-average difficulty for 12th grade students.

##For only very good readers. Those not key readers at all.

###For only very good readers. Those not key readers at all.
BIBLIOGRAPHY ON AFRICA*

For STUDENTS


##For only very good readers among 12th graders. Those not keyed are of average difficulty for 12th grade.

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##For only very good readers among 12th graders. Those not keyed are of average difficulty for 12th grade.

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##For only very good readers among 12th graders. Those not keyed are of average difficulty for 12th grade.


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VI. ATLAS AND MAP OUTLINES.

