

**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Africa*  
**- HISTORICAL UNDERSTANDINGS -**

**SS7H1 Analyze continuity and change in Africa.**

- a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.**

As European imperialism spread across the globe, competition for African land increased. Fueled by nationalism, Africa quickly became the focus of Europe’s insatiable desire for colonies. This fight over land is commonly referred to as the Scramble for Africa (1881-1914). Figure 1 is a cartoon depicting the admiration given to Cecil Rhodes upon his completion of a telegraph line across Africa. The prestige he earns is a microcosm of the true message: He who claims Africa is a giant among men.



Figure 1. Rhodes transcontinental telegraph, 1892 (Wikimedia Commons)

As European countries faced increasing conflicts amongst themselves over the land, they agreed to the Berlin Conference (1884-1885). In 1884, the leaders of multiple European countries met with Otto Von Bismarck in Berlin to portion out African land amongst themselves. As shown in figure 2, they symbolically carved up the continent with as much precision and care used to cut a cake. The original French caption read, “To each his share.”



Figure 2. Africa is divided during the Berlin Conference, 1885.

Unsurprisingly, African leaders were not invited to the Berlin Conference. The pre-existing cultural, linguistic, and political landscapes of Africa were ignored to the future detriment of many. As when slicing a cake, European leaders divided Africa in the most convenient way for them. To appreciate the scope of these actions note that there are over 250 ethnic groups in Nigeria alone. This grouped together many African peoples who shared no common culture, religion, or even language in many instances. These new partitions even combined rival groups in the same colonies.

These tensions, particularly ethnic tensions, were intensified by the method of indirect rule. Indirect rule allowed imperial powers freedom from governance of their colonies while quietly encouraging conflict between two local groups, one whom they gave power of governance over the other. These boundaries worked in more stealthy ways as well. Imagine the issues if a student were required to complete a task with someone who speaks a different language. Now imagine the students aren't completing a simple task but rather building a new shared identity. Even the most innocuous and haphazard of European partitioning served to weaken Africa's stability and continues to force the continent to grapple with its histories, cultures, and identities to the modern day.

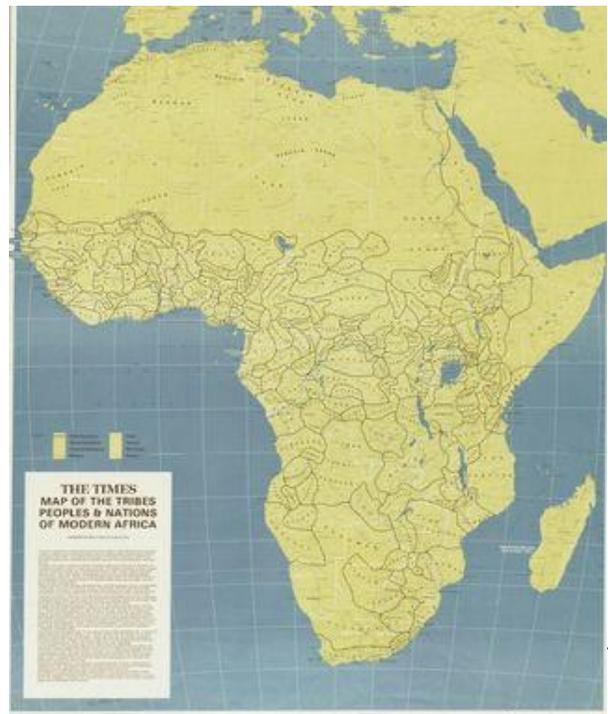


Figure 5 Lietnant Colonel Odumegwu Ojukwu and troops fought to form Biafra.

only seven years before the beginning of its civil war. This serves as a testament to the long mounting tension between the Hausa and Igbo that cause the Igbo to secede and create their own nation of Biafra. South Sudan, the youngest country in the world, is an example of arbitrary boundaries grouping together rival groups. Sudan was compromised of two major religions which fought bloody civil wars on and off until South Sudan gained independence in 2011. All these and similar armed political conflicts are directly responsible for refugee crises, starvation, and lack of stability experienced in modern African history.

As colonies gained independence, they still grappled with these domestic issues as sovereign nations. The Nigerian Civil War (1967-1970) and the Rwandan genocide (1990-1994) were events that confronted each country's legacy of indirect rule. In Rwanda, it was less than 30 years after independence that members of the Hutu group orchestrated a genocide against the Tutsi who were given preferential treatment under British indirect rule. Nigeria gained independence from Britain



Figure 4. Flag of South Sudan which gained independence in 2011.

### What Students Should Know

European countries created colonies in Africa with no regard to pre-existing ethnic, political, or religious divisions. This worked to their advantage by the age old adage of “divide and conquer.” Europeans also created or exacerbated existing tensions through their use of indirect rule. After African colonies gained independence, the new nations stayed confined to their colonial borders with the same domestic conflicts. Without brutal imperial rule, the tensions stoked by Europeans finally came to the surface. Civil war, genocide, and conflicts over how to rule, as well as the accompanying human rights abuses associated with these conflicts, spread across the continent leaving an indelible mark on Africa’s modern history.

### Resources:

The Library of Congress- The Times map of the tribes, peoples, & nations of modern Africa.  
*High Resolution Map from Figure 3*

<https://www.loc.gov/resource/g8201e.ct001273/?r=-1.216,0.067,3.432,1.41,0>

‘The Dividing of a Continent: Africa's Separatist Problem’

*Article addressing modern succession across Africa*

<https://www.theatlantic.com/international/archive/2012/09/the-dividing-of-a-continent-africas-separatist-problem/262171/>

CIA World Factbook- South Sudan

*Comprehensive overview of the country of South Sudan including maps and images*

<https://www.cia.gov/library/publications/the-world-factbook/geos/od.html>

United to End Genocide- Rwandan Genocide

*Comprehensive overview of the history of the Rwandan genocide*

<http://endgenocide.org/learn/past-genocides/the-rwandan-genocide/>

CIA World Fact Book- Nigeria

*Comprehensive overview of the country of Nigeria including maps and images*

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/ni.html>

### **SS7H1 Analyze continuity and change in Africa.**

#### **b. Explain how the Pan-African movement and nationalism led to independence in Kenya, and Nigeria.**

Emerging at the end of the nineteenth century, the ideals of the Pan African movement were a direct response to the destabilizing legacy of colonialism. The movement encouraged all Africans, both residing on the continent and those abroad due to the diaspora, to identify with a single homeland, identity, and destiny. While the entire continent never combined to create a single political identity, this solidarity touted as the identifying principle of the Pan African movement has been credited with sparking nationalist movements in many African countries including Kenya and Nigeria.

Though their routes to independence differed, both Kenya and Nigeria boasted of intellectuals whose nationalistic ideals were closely related to Pan African ones. Nigerian nationalism is often credited as starting in the early Twentieth Century with Herbert Macaulay who espoused many principles of solidarity similar to the Pan African movement. While not a staunch Pan Africanist, it is clear that through the decades, Nigeria's history became a case for Pan Africanism. In the 1963 speech "The Future of Pan Africanism," Nnamdi Azikiwe, the first Nigerian president, holds the country up as an example of what Pan Africanism can accomplish. "The Federation of Nigeria has proved that racially homogenous African people with heterogeneous languages and cultures can be united..."



Figure 6. Nnamdi Azikiwe, reproduced from blackpast.org

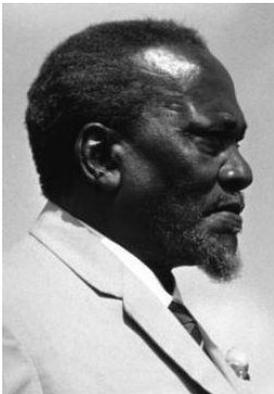


Figure 8. Jomo Kenyatta, reproduced from Wikimedia Commons

Kenya's triumphant Mau Mau Revolt began in 1952 when multiples ethnic groups banded together against British colonists. This act of solidarity alone was a remarkable example of Pan African solidarity. The revolt continued for many years and is credited with eventually gaining Kenya its independence in 1963. Over this period, many Kenyans were arrested including Jomo Kenyatta. Kenyatta, a staunch supporter of Pan Africanism, would eventually become Kenya's president.

The most visually stunning link between nationalism and the Pan African movement lies in the flag designs of newly independent countries. In 1920, the Universal Negro Improvement Association (UNIA) founded by Pan Africanist Marcus Garvey declared that "that the colors Red Black and Green, be the colors of the Negro race." These colors are seen in the flags of both countries. Indeed, Kenya uses all three in a pattern similar to that of the Pan African flag itself. If you remember, South Sudan also has a similar flag. The common use of these colors individually and together serves as a reminder of the legacy of Pan Africanism in crafting modern Africa.

Figure 9. Kenyan Flag

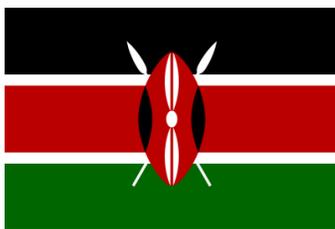


Figure 7. UNIA Flag



### What Students Should Know

Pan-Africanism was a movement led by intellectuals which inspired pride in African heritage and encouraged all Africans and those of African ancestry to identify with a single homeland, identity, and destiny. These guiding principles encouraged Africans to unite against European colonizers, found independent countries, and create a modern identity for all Africans.

**Resources:**

Nnamdi Azikiwe, “The Future of Pan Africanism” 1962

*The full transcript of Azikiwe’s speech quoted in this text*

<http://www.blackpast.org/1962-nnamdi-azikiwe-future-pan-africanism>

New York Public Library – Pan-Africanism

*Comprehensive article of the history of Pan Africanism including images*

<http://exhibitions.nypl.org/africanaage/essay-pan-africanism.html>

CIA World Fact Book- Nigeria

*Comprehensive overview of the country of Nigeria including maps and images*

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/ni.html>

CIA World Fact Book- Kenya

*Comprehensive overview of the country of Kenya including maps and images*

<https://www.cia.gov/library/publications/the-world-factbook/geos/ke.html>

**SS7H1 Analyze continuity and change in Africa.**

**c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.**

Apartheid was an institutionalized system of complete racial segregation that existed in South Africa from 1948 to 1991. Starting in 1910, South Africa became an independent country and structured its society on the concept of racial segregation. The main tool of segregating people was done quite literally by residential segregation. This reserved prime living locations in cities for white citizens relegating black citizens to slums on the outskirts. In 1922, The Stallard Commission concluded the need for influx control so that black citizens “should only be allowed in urban areas when their presence is demanded by the white population.” This led to the creation of passes commonly referred to as *dompas* which is Afrikaans meaning stupid pass.



Figure 10. sign due to the Separate Amenities Act, reproduced from South African History Online

After World War II, South Africa suffered a rough economic period. The National Party took advantage of this and ran with apartheid as its main campaign promise. It was advantageous to white citizens to limit the possibilities of black citizens to increase their own chances of getting work. The official institution of apartheid was put into place with the election of the National Party in 1948. The National Party passed or strengthened many laws which limited the freedoms of South Africans based on a report by the Sauer Commission. The report’s many suggestions laid the groundwork for apartheid based on separate development of all races. These new laws included the Prohibition of Mixed Marriages Act (1949), Population Registration Act (1950), and Reservation of Separate Amenities Act (1953).

The Population Registration Act had some of the most far reaching effects particularly for people with multiracial backgrounds. This act gave every citizen a single racial identity which outlined what they could or could not do, where, and with whom. Families of mix race were forced to live in separate areas. Many mixed race couples were now breaking the law. Apartheid reached its crescendo with the creation of Homesteads or Bantustans in 1959. This was an extreme form of residential segregation where ten homesteads were created to act as autonomous countries for black South Africans. The decision to migrate to these new homesteads was not optional and many people were removed by force. Before the end of apartheid, over 3.5 million people were forcibly removed from their homes and relocated to deliberately poverty stricken homesteads.

Needless to say, the apartheid system was not viewed favorably by most of the world. The Anti-Apartheid Movement grew quickly in the USA and UK. By the 1980s, there were massive boycott campaigns from consumers and embargoes from countries like the USA. When he became president in 1989, F. W. de Klerk was eager to make some changes. He quickly unbanned opposing political organizations, repealed the Separate Amenities Act, and most importantly freed Nelson Mandela after 27 years of imprisonment. By the end of 1991, most of the acts passed after the National Party ascent to power had been repealed.



Figure 11. F. W. de Klerk and Nelson Mandela, reproduced Wikimedia Commons

However, there remained great uncertainty regarding what the new South Africa would be. F. W. de Klerk and Nelson Mandela lead their perspective parties to negotiations. While negotiations continued, tensions were boiling over in the country. Over 14,000 people were killed by political violence before the resolution to hold democratic elections. In April 1994, Nelson Mandela became the first democratically elected president of South Africa. De Klerk and Mandela were jointly awarded the Nobel Peace Prize "for their work for the peaceful termination of the apartheid regime, and for laying the foundations for a new democratic South Africa."

### **What Students Should Know**

Apartheid was an institutionalized system of complete racial segregation that existed in South Africa from 1948 to 1991. Although South Africa had a long history of racial discrimination, the official institution of apartheid was focused on complete racial separation. Apartheid was introduced by the National Party who passed or strengthened many acts which limited the freedoms of South Africans. This policy was wildly unpopular abroad which led to a host of economic problems for South Africa. In 1989, F. W. de Klerk, the new leader of the National party, released Nelson Mandela and negotiated with him to dismantle the racist government and hold the country's first democratic elections.

### **Resources:**

Apartheid Museum- *Understanding Apartheid* Book  
*Complete classroom resources book and workbook on Apartheid history*  
<https://www.apartheidmuseum.org/classroom-resources>

South African History Online (SAHO)- The British Anti-Apartheid Movement  
*Comprehensive overview of British Anti-Apartheid Movement from 1950-1990s*  
<https://www.sahistory.org.za/topic/british-anti-apartheid-movement>

The Nobel Prize- F. W. de Klerk

Webpage provides a biography and video of his Nobel Lecture

<https://www.nobelprize.org/prizes/peace/1993/klerk/facts/>

The Nobel Prize- Nelson Mandela

Webpage provides a biography, video of his Nobel Lecture, and video of receiving his prize

<https://www.nobelprize.org/prizes/peace/1993/mandela/facts/>

**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Africa*  
**- Geographic Understandings -**

The intent of this standard is for students to be able to locate selected countries and major physical features in Africa using a world and regional political-physical map. This will give students the necessary context to understand other standards which deal with these locations.

**SS7G1 Locate selected features of Africa.**

- a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.**

The **Sahara Desert** covers much of North Africa and about 31% of all of Africa covering 3.3 million square miles. It is covered in rolling hills, gravel, and enormous sand dunes. Although an inhospitable climate, many African peoples and merchant have been navigating this harsh desert for hundreds of years. The Sahara's exact scope varies annually as it has been slowly expanding due to desertification.



Figure 12. Map showing physiographic regions of Africa. Reproduced from Wikimedia Commons.

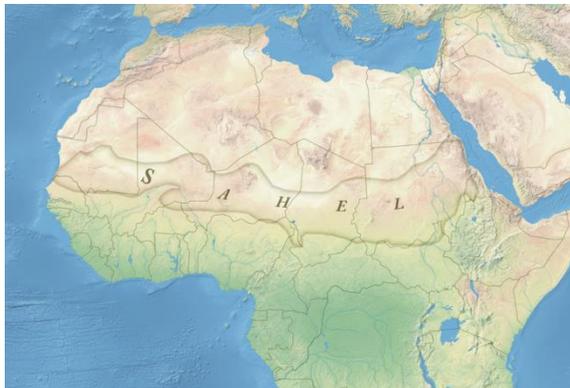


Figure 13. The Sahel separates the Sahara Desert from the savannas. Reproduced from Wikimedia Commons

The **Sahel** is the semi-arid region between the Sahara Desert and the African Savanna. It runs east to west from the Atlantic Ocean to the Red Sea. The semi-arid, dry nature of the Sahel makes it a fragile ecosystem and much of the Sahel is being lost to desertification due to over-farming, over-grazing, and overpopulation.

The **savanna** is an area of tropical grasslands with sparse trees which do not allow a closed canopy. It has a rainy season in the summer when it's rainfall more than quadruples. This biome is home to Africa's most popular flora and fauna including impalas, lions, and the Acacia tree. The savanna covers much of Central Africa and is one of the more iconic images of the continent in the West.

**Tropical rainforests** are areas of evergreen forests with dense canopies and heavy rainfall year round. As seen in Figure 12, a deep green shows rainforest locations at the very heart of Africa and along the Atlantic coast. Although most of Africa's rainforest has been lost, most of what remains is in the Congo River Basin in Central Africa. It provides a habitat for a great deal of species, many of which do not exist elsewhere.

The **Congo River** is the second longest river on the continent at nearly 3,000 miles long. It begins on the west coast of Africa and flows through to the Democratic Republic of the Congo. Although extensive, it is too treacherous to navigate for travel or trade. However, its massive river basin covers 13% of the African landmass. This provides the fertile ecosystem necessary to sustain tropical rain forests. This is the second largest rainforest in the world, second only to the Amazon, and is also being threatened due to human activities.

The **Niger River** is the largest river in West Africa and the third longest on the continent. It flows almost 2,600 miles arching through Guinea, Mali, Niger, and Benin before emptying into a large delta located on the Nigerian coast. The Niger River Basin served as a fertile area for the growth

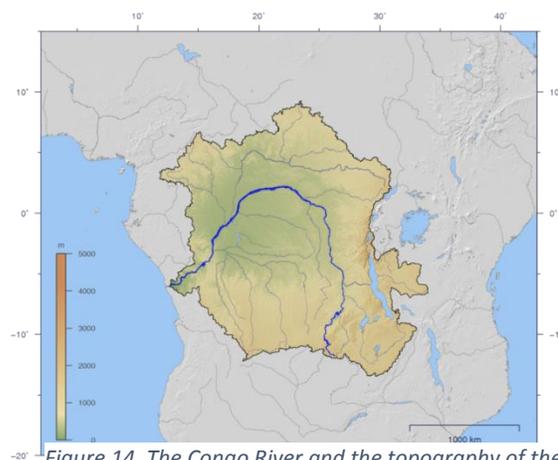


Figure 14. The Congo River and the topography of the Congo Basin. Reproduced from Wikimedia Commons

of empires much like the Nile. Today the delta has a large oil reserve which makes it one of the most densely populated areas of Nigeria.

The **Nile River** is the longest river in the world at 4,000 miles long. It flows north from Lake Victoria beginning as the tributary named the White Nile. This flows through Uganda, South Sudan, and Sudan before meeting with the Blue Nile continuing as The Nile to the Mediterranean Sea. The fertile banks of the Nile helped to build the ancient Egyptian empire. Today, its waters provide drinking water, irrigation, and an easily navigable trade route. For these reasons, the banks of the Nile are some of the most densely populated areas in North Africa.



Figure 15. Satellite Image showing the contrast between fertile Nile land versus the arid desert. Reproduced from Wikimedia Commons.



**Resources:**

National Geographic- Africa: Physical Geography

Webpage provides information, photos, and maps for Sahara, Sahel, rainforest, and Savanna

<https://www.nationalgeographic.org/encyclopedia/africa-physical-geography/>

Khan Academy- Ancient Egypt and the Nile River Valley Video

Video describing the Nile River and its importance to the growth of the Egyptian Empire

<https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-egypt-hittites/v/overview-of-ancient-egypt>

World Wildlife Fund (WWF)- Congo Basin

Webpage provides information, photos, and videos on the basin

<https://www.worldwildlife.org/places/congo-basin>

National Geographic- Rift Valley

Webpage with detailed information on rift valleys generally and the East African Rift specifically

<https://www.nationalgeographic.org/encyclopedia/rift-valley/>

CIA Factbook- Tanzania

Comprehensive overview of the country of Nigeria including maps and images

<https://www.cia.gov/library/publications/resources/the-world-factbook/geos/tz.html>

**SS7G1 Locate selected features of Africa.**

- b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.**

**Democratic Republic of the Congo** is located in central Africa. It is approximately a quarter the size of the United States. It is bordered by Angola, Burundi, Central African Republic, Republic of the Congo, Rwanda, South Sudan, Tanzania, Uganda, and Zambia. Despite all these neighbors, the Democratic Republic of the Congo does have a small coastline of 23 miles as well as a border along Lake Tanganyika.



Figure 20. political-physical map of Egypt. Reproduced from CIA World Factbook

**Egypt** is located in the most north east corner of Africa including the Sinai Peninsula. It is bordered the countries of Libya, Sudan, and Israel as well as a small border with the Gaza Strip. To the north of Egypt , lies the Mediterranean Sea. To the west of Egypt, lies the Red Sea and the Suez Canal.



Figure19. political-physical map of Democratic Republic of the Congo. Reproduced from CIA World Factbook

**Kenya** is located on the east coast of Africa. It neighbors the countries of Ethiopia, Somalia, South Sudan, Tanzania, and Uganda. Kenya's eastern border has approximately 330 miles of coastline on the Indian Ocean. The country also boasts access to Lake Victoria's northeastern corner and contains most of Lake Turkana.



**Nigeria** is located on the west coast of Africa and is more than twice the size of California. It neighbors the countries of Benin, Cameroon, Chad, and Niger. The country's southern border is a 530 mile long coastline on the Gulf of Guinea. The Niger River and Benue River meet in Nigeria as well.



Figure 22. political-physical map of Nigeria. Reproduced from CIA World Factbook

**South Africa** is located on the southernmost tip of the African continent and is slightly less than twice the size of Texas. The country's approximately 1,700 mile coastline lies on the Indian Ocean and South Atlantic Ocean. It borders the countries of Botswana, Mozambique, Namibia, Eswatini, and Zimbabwe. South Africa actually completely encompasses the country of Lesotho as well!



Figure 23. political-physical map of South Africa. Reproduced from the CIA World Factbook

**Sudan** is located in north east Africa. It neighbors the countries of Central African Republic, Chad, Egypt, Eritrea, Ethiopia, Libya, and South Sudan. On Sudan's eastern border, there is a 530 mile long coastline on the Red Sea. Sudan is also the location where the White Nile and Blue Nile tributaries join to create the Nile River.



Figure 24. political-physical map of Sudan. Reproduced from CIA World Factbook

**Resources:**

CIA World Factbook

Select each country from the dropdown menu to see maps, images, and geographical information

<https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

**SS7G2 Explain environmental issues across the continent of Africa.**

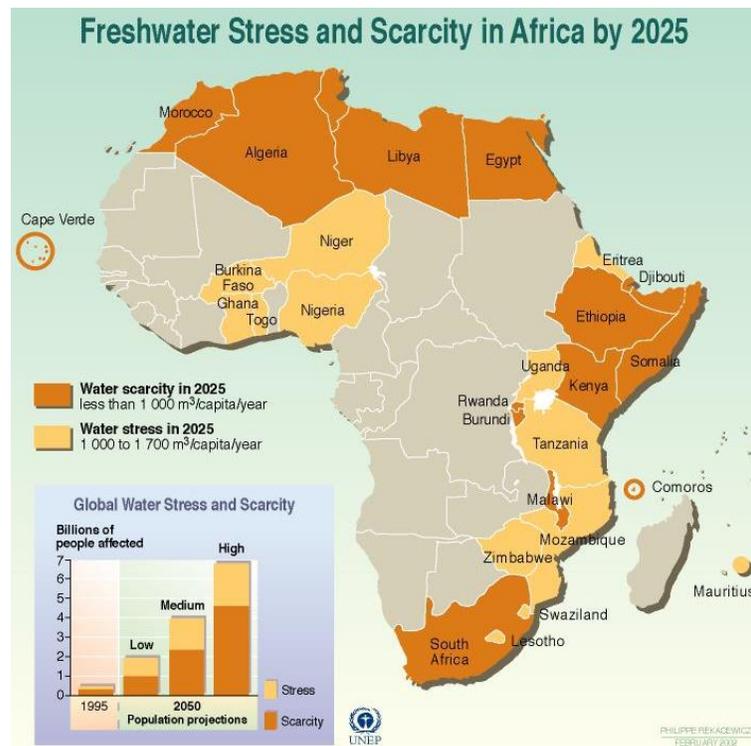
- a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.**

Traditionally, one of the most important roles of water in Africa is of **irrigation**. The Egyptian empires were famously built along the fertile banks of the Nile River. However, these banks now have extra help from modern fertilizers. While helpful for growing food, using fertilizers with year round irrigation leaves the water supply contaminated with these natural and chemical fertilizers. Once they leave the soil and enter the water supply, fertilizers leave the water high in salt which makes it undrinkable for humans and an unusable source for irrigation.

Having access to clean water is essential for creating a strong **trade** partner. The consistent access to water allows factories to create and process goods and the political stability that comes with little to no water stress is vital for companies. Additionally, drinkable water ensures a healthy work force and accessible water means Africans can dedicated time to an income generating job instead of collecting water. Without water, a country of continent becomes a poor trading partner and can miss out on economic growth. For example, it is estimated that a 1999 drought in Kenya, produced a 16% decline in GDP.

As in many countries around the world, **industry** has had a negative impact on the quality of Africa's limited water supply. Industrial waste from a variety of factories pollutes many of Africa's rivers. Factories choose to dump their waste directly into rivers as it is less expensive and easier than the environmentally sound options. Depending on the type of waste, the polluted water leaves people vulnerable to a number of diseases as well as robbing them of clean drinking water.

Many countries across Africa struggle to provide enough clean **drinking water** to its people. While Africa has sources of fresh water such as Lake Victoria, most countries have limited access to these sources. The lack of infrastructure, such as wells and pipelines, has left



many communities without access to a local source of drinking water. Africans, frequently women, make dangerous trips away from their communities to retrieve water for daily use. Polluting of water sources is also a serious concern. Lack of government regulation, corruption, or political instability leaves water sources unprotected from agricultural runoff, wading animals, and runoff from open latrines. This contaminated water leaves people exposed to waterborne illness and diseases.

As the population continues to grow, many fear eminent water wars. Water wars are political conflicts based on access and usage of water. For example, there are fresh water rivers in Africa that cross through multiple countries such as the Nile River which flows through four countries before emptying into the Mediterranean. Countries upstream on the Nile like Ethiopia could take more water, leaving those downstream with even less water than before. A situation like this could easily create an intense conflict as lives hang in the balance.

**Resources:**

United Nations (UN)- “Africa’s trade under a cloud of changing climate”

*Article provides more detail on how African trade is effected by the environment*

<https://www.un.org/africarenewal/magazine/august-2014/africa%E2%80%99s-trade-under-cloud-changing-climate>

Council on Foreign Relations (CFR)-“ Water Stress in Sub-Saharan Africa”

*Article provides more information on various aspect of Africa’s limited water supply*

<https://www.cfr.org/backgrounder/water-stress-sub-saharan-africa>

**SS7G2 Explain environmental issues across the continent of Africa.**

**b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.**

Poor soil and deforestation are locked in a destructive cycle in Sub-Saharan Africa. One of the leading causes of deforestation in Sub-Saharan Africa is in an attempt to clear new land for agriculture. Most land in Sub-Saharan Africa is poorly suited for growing crops, although many Africans rely on subsistence agriculture. With the slash and burn method of clearing land, the poor soil is coated with the nutrient dense ash of the burned forestation. This is what makes the soil temporarily fertile and perfect for crop growth. However, the nutritious top soil gets washed away when the trees are cut down, and the new farmland quickly has poor soil and does not produce very many crops. Farmers quickly move on to cutting more trees to create more short term fertile land. The cycle continues over and over causing increasingly widespread deforestation across Sub-Saharan Africa.



Figure 26. Forest burned to create new fields, Madagascar. Reproduced from Wikimedia Commons.

**Resources:**

World Wildlife Foundation- Africa Deforestation

*Article discusses deforestation threats and solutions in Congo Basin and East Africa*

[http://wwf.panda.org/about\\_our\\_earth/deforestation/deforestation\\_fronts/deforestation\\_in\\_the\\_congo\\_basin/](http://wwf.panda.org/about_our_earth/deforestation/deforestation_fronts/deforestation_in_the_congo_basin/)

Eco Logic Development Fund- Slash and Burn Agriculture

*Website provides more insight into how slash and burn techniques work*

<http://www.ecologic.org/actions-issues/challenges/slash-burn-agriculture/>

**SS7G2 Explain environmental issues across the continent of Africa.**

**c. Explain the impact of desertification on the environment of Africa.**

Desertification is when desert expands into areas that were previously arable. This happens when fertile land is excessively grazed, clear cutting for fuel, and due to farming deforested areas. As fertile land gradually becomes desert, people are less able to grow their own food and face starvation. Their livelihood and source of food from livestock is also threatened. Overgrazing means the desert creeps in ensuring less and less grass is available for the coming year. All these potential hazards are amplified if there is a period of drought. As desertification continues to change the face of Africa, Africans must consider the concerns of food supply, access to clean water, and the effects this will have on their economies and quality of life.

**Resources:**

BBC- “Desertification: The people whose land is turning to dust”

*Article with images and information of African desertification*

<https://www.bbc.com/news/world-africa-34790661>

Down to Earth- “Desertification in Africa: 10 things you must know”

*Webpage with succinct overview of desertification in Africa*

<https://www.downtoearth.org.in/news/desertification-in-africa-10-things-you-must-know-54430>

USDA- Global Desertification Vulnerability Map

*Map of desertification vulnerability around the globe*

[https://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/nedc/training/soil/?cid=nrcs142p2\\_054003](https://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/nedc/training/soil/?cid=nrcs142p2_054003)

**SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

- a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.**

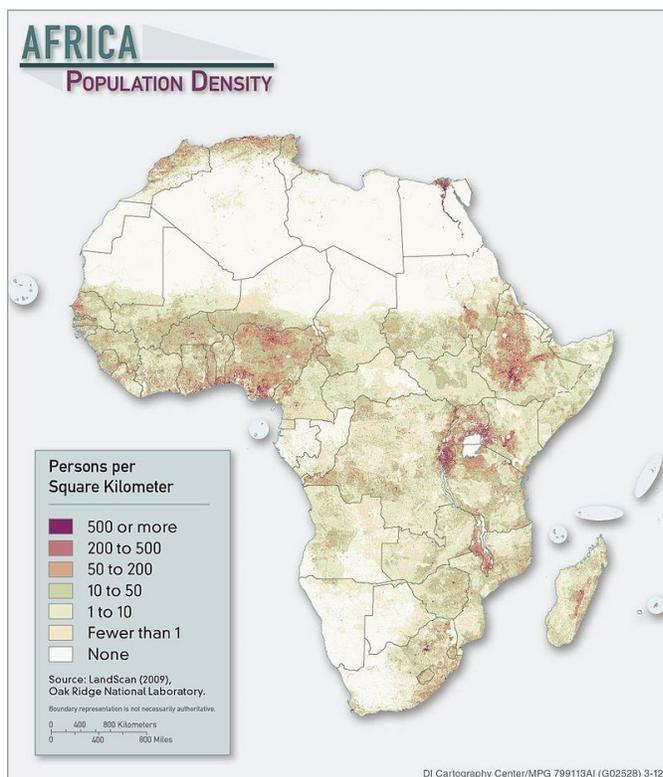


Figure 27. 2012 Population Density, reproduced from CIA

The **Sahara** covers 3.5 million square miles and continues to grow every day. Despite being a harsh environment it has been inhabited and used for trade for thousands of years. While there are oases and the Nile River which are used as fresh water resources used to live and farm on, most human activity in the Sahara is nomadic. Nomads move from place to place in search of fresh water and have historically traded with one another as they move. They also helped early explorers traverse and create trade routes through the Sahara on camelback.

The people of the **Sahel** face similar concerns to those in the Sahara. While there is more rainfall, it is too variable and often not enough to use for farming. Some farmers can survive on subsistence farming here. Very few make enough to sell at

market. Most people in the Sahel depend on herding animals to make a living. These people are often described as seminomadic as they settle in one place until the water and grasses for grazing disappear.

The **savanna** is one of the more fertile and popular locations in Africa. Heavy summer rains and more fertile soils make the area a popular spot for farming. Farmers will usually grow wheat, oats, and other grains. This popularity is actually creating problems for the savanna though. As the population grows, infrastructure such as cities and roads are being built. This is helpful for increasing trade but is shrinking the size of the savanna.

**Tropical rainforests** have always been home to multiple groups of African peoples. These people lived in ways that did little to harm the rainforest. However, today the rainforests are uninhabitable because they are mainly used for industrial processes. Deforestation is rampant due to timber and logging trades which have also generated new roads and towns nearby.

**Resources:**

National Geographic- Africa: Human Geography

*Images and in depth information on historical and current human geography in Africa*

<https://www.nationalgeographic.org/encyclopedia/africa-human-geography/>

Population Distribution, Settlement Patterns and Accessibility across Africa in 2010

*Good source of population density maps*

<https://www.ncbi.nlm.nih.govpmc/articles/PMC3283664/>

**SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.**

**a. Explain the differences between an ethnic group and a religious group.**

A **religious group** is a group of people who all believe in the religious teachings. This can include worshipping the same god or gods, sharing a sacred text, and sharing ideas of ethics. People of all different ethnicities can be part of a religious group because this grouping is based solely on what religion an individual decides to practice. In Africa, the two major religions are Islam and Christianity brought by Muslim traders and European colonists although there remain many traditional religions.

An **ethnic group** is a group of people who share a common ancestry and therefore usually also share cultural, historical, and linguistic similarities passed down by ancestors. People of the same ethnic group often do share religion but it is not a prerequisite. People of the same ethnic group are usually raised speaking the same language, celebrating the same holidays, and having a similar sense of identity. In Africa, there are estimated to be thousands of ethnic groups.

**Resources:**

Encyclopedia Britannica- African People

*Webpage provides more in depth information on African ethnic groups*

<https://www.britannica.com/place/Africa/People>

CIA- World Factbook

*Each country's webpage shows percentages of religion and ethnic groups within the country*

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

**SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.**

**b. Describe the diversity of religions within African ethnic groups.**

Africa is a large continent that is home to over 1.2 billion people. It is not surprising, therefore, that Africa has thousands of ethnic groups, which are distinct either linguistically, culturally, or both. The two most common religions in Africa are Islam, common in the north of Africa, and Christianity, which is more common in Sub-Saharan Africa. There are also a wide variety of traditional African religious beliefs. In some places, these beliefs have been integrated into Islamic or Christian practices, but in other areas they are still celebrated as their own unique

religion. These traditional African religious traditions are most commonly found in the savanna regions, but even here, Christianity and Islam still dominate.

The Bantu speaking people of Africa are a prime example of the complexity of religion within ethnic groups. Over the past 2,000 years, the Bantu have been migrating across Africa from the Sahel region. As they met with new people on the continent and settled in different areas, their language, culture, and religion adapted to their new homes. Many Bantu who stayed in the north of Africa converted to Islam. Those that settled in Christian areas converted or combined traditional and Christian beliefs. Even still others follow traditional African beliefs such as animism.

**Resources:**

Encyclopedia Britannica- African Religions

*Webpage provides images and more broad information on religion in Africa*

<https://www.britannica.com/topic/African-religions>

CIA- World Factbook

*Each country's webpage shows percentages of religion and ethnic groups within the country*

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Africa*  
**- Government/Civic Understandings-**

**SS7CG1 Compare and contrast different forms of citizen participation in government.**

**a. Explain citizen participation in autocratic and democratic governments.**

In a **democratic government**, power lies with the people because they have the power to vote. In different democratic countries, there are different positions the people can fill by voting. They can elect a legislature to run the country (parliamentary democracy), a legislature and a separate executive (presidential democracy), or voting on laws directly (direct democracy). In any democratic society, the people have many rights and freedoms, such as ability to vote, to engage in political speech, and to run for office.

An **autocratic government** is one in which absolute authority is invested in one leader. In an autocracy, the people have few if any rights. They do not get to choose their leaders or vote on laws. If people disagree with their leader, there is no authorized recourse to action. Examples of autocracies include not only dictatorships and absolute monarchies, but also nominally democratic societies in which the leaders deny basic rights like freedom of press and speech, arrest political opponents to suppress opposition, or engage in election fraud such that voting is not meaningful.

All African nations are nominally democracies, but many are, in practice, autocracies. Rather than thinking of nations as fitting into tidy boxes labeled democracy and autocracy, in Africa it becomes necessary to think of countries existing on a continuum between democracy and autocracy with those that protect human rights and civil liberties being the most democratic, where as those that routinely deny human rights and civil liberties being the most autocratic.

South Africa tends to hold free and fair elections and respect their outcomes. However, the dominance of the African National Congress and the lack of an effective opposition has led to corruption. However, South Africa is mostly free scoring 7.24 (flawed democracy) on the Economist Intelligence Unit's 2017 Democracy Index and a freedom rating of 2 (Free) in Freedom House's Freedom in the World 2015 index.

### **What Students Should Know**

In democracies, the people have ultimate political authority and choose their leaders. The people have lots of political freedoms and civil liberties. In autocracies, one person is in charge of the country and people have very little freedom. Most African countries say they are democracies, although some are quite autocratic, some are quite democratic, and many fall in between.

### **Resources:**

Economist Intelligence Unit: Democracy Index

*Interactive map shows the spectrum of autocracy to democracy around the globe*

<https://infographics.economist.com/2018/DemocracyIndex/>

Freedom House's Freedom in the World 2015 index

*Interactive map shows the level of freedoms around the globe in 2015*

<https://freedomhouse.org/report/freedom-world/freedom-world-2015>

## **SS7CG1 Compare and contrast different forms of citizen participation in government.**

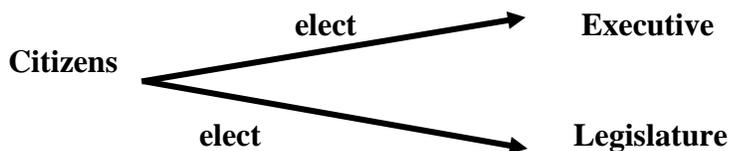
### **b. Describe the two predominant forms of democratic governments: parliamentary and presidential.**

**Democracy** is rule by the people. In a democracy, all citizens that choose to vote have a say in their government. There are two basic forms of representative democracy: presidential and parliamentary. In a **Presidential Democracy** voters directly elect the individual who holds executive power typically called a president. They then also vote again, to elect the members of their legislature. In a **Parliamentary Democracy**, voters only elect a legislature to pass laws (typically called a parliament) and then the party with the most votes, chooses one of its members to enforce the laws (typically called the prime minister.) While the people do not directly choose the Chief Executive as in a presidential democracy, they can still change the Chief Executive by electing more members of the other party to Parliament.

### **What Students Should Know**

If the person who has the executive power is chosen by and is a member of the legislature, then it is a parliamentary democracy. If the person who has executive power is chosen directly by the people and is separate from the legislature, then it is a presidential democracy.

### Presidential Democracy



### Parliamentary Democracy



**SS7CG1 Compare and contrast different forms of citizen participation in government.**

**c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy) Nigeria (presidential democracy), and Kenya (presidential democracy).**

South Africa is a parliamentary democracy. This means the people elect the legislature (Parliament of South Africa), and the legislature chooses the head of government. This head of government is called the president. South Africa is still a parliamentary democracy because its head of government is chosen by the legislative branch that the people choose. Its elections are free and fair and people have many freedoms, such as the right to a trial, right to privacy, and freedom of speech. However, South Africa is mostly free scoring 7.41 (flawed democracy) on the Economist Intelligence Unit's 2016 Democracy Index and a freedom rating of 2 (free) in Freedom House's Freedom in the World 2015 index.

Nigeria is a presidential democracy. This means that it has a head of government (president) and a legislature (National Assembly of Nigeria) that are both directly elected by the people. Nigeria guarantees freedom of speech, expression, and press, although the government has passed laws limiting press freedom and harassing journalists covering corruption in the government and military. In northern Nigeria, the militant Islamist group Boko Haram operates freely thus, limiting people's ability to exercise their rights. Nigeria is mostly free scoring 4.5 (hybrid regime) on the Economist Intelligence Unit's 2016 Democracy Index and a freedom rating of 4.5 (partly free) in Freedom House's Freedom in the World 2015 index. The Freedom House numbers do not reflect the peaceful transition of power to an opposition party and there is reason to suspect they have improved.

Kenya is a presidential democracy. This means that it has a head of government (president) and a legislature (Parliament of Kenya) that are both directly elected by the people. Nigeria guarantees freedom of speech and press. Although there is a large independent media sector, government forces routinely harass members of the press, causing the press to not report some things the government does. Kenya is mostly free scoring 5.33 (hybrid regime) on the Economist Intelligence Unit's 2016 Democracy Index and a freedom rating of 4 (partly free) in Freedom House's Freedom in the World 2015 index.

**Resources:**

Economist Intelligence Unit: Democracy Index

*Interactive map shows the spectrum of autocracy to democracy around the globe*

<https://infographics.economist.com/2018/DemocracyIndex/>

Freedom House's Freedom in the World 2015 index

*Interactive map shows the level of freedoms around the globe in 2015*

<https://freedomhouse.org/report/freedom-world/freedom-world-2015>

**SS7CG2 Analyze how government instability in Africa impacts standard of living.**

**a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.**

As described earlier in detail, is the destabilizing legacy of colonialism on modern day Africa. In short, the governments of many African countries face civil unrest due to colonial actions. This makes governing modern countries difficult to say the least. This instability causes problems in accessing education and ensuring all African have the medicine and food they need.

In African countries with more stability, educational opportunities are more accessible and of higher quality. The government has the resources to invest in the education system resulting in higher literacy rates and therefore higher societal and economic contributions from individuals. This is the situation in Kenya and the country can boast of many universities and an educated workforce. On the other hand, countries without stability will very often neglect educational systems in their countries. If a country is experiencing civil war, going to school becomes a dangerous act as the journey or school itself may be unsafe. This is the situation in Sudan and South Sudan who only recently ended their civil war.

Countries with governmental instability are also less likely to address the control and treatment of diseases. Unstable governments can't properly fund treatments or create campaigns to educate citizens about treatment and prevention. Underfunded healthcare systems have led to the rampant spread of HIV/AIDS across the continent. Two-thirds of all new HIV/AIDS cases globally come from Sub-Saharan Africa and Zimbabwe, which has experienced little stability, has one of the highest rates for the disease in the world. Botswana, which has been stable since independence, was able to respond to this academic quickly ensuring the country has one of the lowest infection rates.

Government instability can also lead to food shortages resulting in famine. Famines in Africa can have a variety of natural causes from climate change. However, very often government instability can create problems with the food supply. An unstable government may often have military conflict that disrupts or destroys farming. In Uganda, civil unrest between ethnic groups had led to many military and political conflicts which have interrupted trade and agricultural practices. An attempted *coup* makes it even harder for the government to ensure

stability and provide the necessary resources to grow crops. This led to a lack of food that forced many Ugandans to depend on international aid.

### **What students Should Know**

No matter what the topic, government instability has negative effects. When a government does not have the money, time, or focus to invest in its people, there can only be disaster that follows. Some of these disasters such as HIV/AIDs and famine may have occurred anyways but would have been dealt with faster and more effectively if resources were available. Instability even creates new problems as military conflicts create unsafe areas where citizens cannot continue with daily life.

### **Resources:**

Freedom House's Freedom in the World 2015 index

*Interactive map shows the level of freedoms around the globe in 2015*

<https://freedomhouse.org/report/freedom-world/freedom-world-2015>

The Conversation- "What drives instability in Africa and what can be done about it"

*Article provides more in depth on the causes of instability in Africa*

<http://theconversation.com/what-drives-instability-in-africa-and-what-can-be-done-about-it-87626>

Brookings- Things Fell Apart: Political Instability in Africa

*Lecture by Professor Robert Bates of Harvard University on the causes of state failure in Africa*

<https://www.brookings.edu/events/things-fell-apart-political-instability-in-africa/>

**TEACHER NOTES**  
**7<sup>TH</sup> GRADE SOCIAL STUDIES**  
*Africa*  
**- Economic Understandings-**

**SS7E1 Analyze different economic systems.**

**a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.**

Economics is the social science discipline concerned with making decisions about how to allocate limited resources to acquire the unlimited goods and services that people want. The fundamental problem in economics is scarcity, the idea that human wants are unlimited, but a society has limited resources with which to fulfill these wants. Because of scarcity, societies must make choices about how to answer three fundamental questions: **(1) what specific goods and services will we produce in our society?; (2) how will these goods and services be produced (who controls the factors of production including natural resources, human**

**resources, capital tools, and ease/difficulty that entrepreneurs encounter)?; and (3) who will consume the goods and services produced by the society?**

In a **traditional economy**, the three questions are answered in a way that is consistent with the way they have always been answered across time in that society. The answers are therefore answered based on habit and custom. The goal is to maintain the status quo. Although there are elements of traditional economic systems in every country on Earth, no country today operates primarily on a traditional system of answering the three economic questions.

In a **command economy**, the three questions are answered by the authorities in control of the government. The motivating factor in a command economy is to set and meet goals. The government sets the goals. Everyone works for the government. The government consumes the bulk of the goods and services produced. Because the government decides what the society will produce, the government controls the factors of production, and is the primary consumer of the goods and services produced in the society. Due to a lack of positive incentives to motivate workers to be productive, a lack of understanding of government officials to correctly recognize individual and societal wants, and few goods and services available to citizens, command economies are inefficient.

In a **market economy**, the three questions are answered through the interaction between producers and consumers. The goal becomes the ability of producers to use their limited resources to produce a good or service that people want. The producer must be able to produce the good or services at a price low enough that they can then sell it to consumers at a higher price that consumers are able and willing to pay. The difference between the production cost and the selling price is profit, and profit becomes the motivating factor in a market economy.

#### Resources

Econ Linked- Productive Resources Video and Quiz

*Interactive video and quiz on productive resources*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=191>

Econ Linked- Economic Questions Video and Quiz

*Interactive video and quiz on economics*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=218>

### **SS7E1 Analyze different economic systems.**

**b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.**

There are no pure market or pure command economies in the world. All countries exist on a continuum between pure command and pure market with some being closer to command and some being closer to market. The determination as to where a specific country falls along this continuum is subjective. Various non-profit organizations (with specific political philosophies) rank the countries of the world on various criteria. One such organization, the conservative Heritage Foundation, bases their evaluations and rankings on twelve specific criteria that cluster into four areas: the rule of law, size of government, regulatory efficiency,

and open markets. Every nation is rated on these criteria and then ranked on a scale from zero to 100 with zero being pure command and 100 being pure market.

**Resources:**

The Heritage Index of Economic Freedom

*Website with country rankings and interactive maps on economic freedom*

<http://www.heritage.org/index/>

**SS7E1 Analyze different economic systems.**

**c. Compare and contrast the economic systems in South Africa, Nigeria and Kenya.**

The economy of **South Africa** is considered “moderately free” on the Heritage Foundation scale of economic freedom making it a “mixed” economic system. The rule of law is a strength in supporting economic freedom in South Africa in spite of pervasive government corruption. The role of government in the economic is relatively non-intrusive as a percentage of GDP. With regard to government regulations, the government has abolished most price controls allowing for free markets to flourish, but there are still state-owned enterprises which need to be reformed. Trade is significant for South Africa’s economy, with the combined value of exports and imports consisting of about 60 percent of the nation’s GDP.

The economy of **Nigeria** is considered “mostly unfree” on the Heritage Foundation scale of economic freedom making it a “mixed, leans command” economic system. The rule of law is hindered by rampant corruption, an underfunded court system, and political interference. Taxes are low in Nigeria, as is government spending, which means that people keep most of what they earn. However, wages are low and government services are insufficient. Trade is moderately important to Nigeria’s economy, especially with oil exports, but the political graft, lack of government openness to foreign investment in the country, and non-tariff barriers impede trade.

The economy of **Kenya** is considered “mostly unfree” on the Heritage Foundation scale of economic freedom making it a “mixed, leans command” economic system. The rule of law allows the government to confiscate land that it determines has not been used productively; the courts are weak, and corruption is pervasive and entrenched. The government keeps taxes and government spending low, but the fiscal health of Kenya is weak. Government regulations and subsidies keep prices artificially low, illegal child labor is a problem, and government (not businesses) is the largest employer. Trade is moderately important to Kenya’s economy and it is similar to that of Nigeria.

**Resources:**

The Heritage Index of Economic Freedom- South Africa

*Website with rankings and interactive maps on South Africa’s economic freedom*

<https://www.heritage.org/index/country/southafrica>

The Heritage Index of Economic Freedom- Kenya

*Website with rankings and interactive maps on Kenya’s economic freedom*

<https://www.heritage.org/index/country/kenya>

The Heritage Index of Economic Freedom- Nigeria

*Website with rankings and interactive maps on Nigeria's economic freedom*

<https://www.heritage.org/index/country/nigeria>

**SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.**

**a. Explain how specialization encourages trade between countries.**

Trade between nations is only viable when it is voluntary (i.e., not coerced through military threats or economic sanctions) and non-fraudulent (mutually beneficial). Both parties involved in a trade will be better off after the trade than they were before the trade or they wouldn't have engaged in the trade (again, assuming the trade was voluntary and non-fraudulent). When nations look for trading partners, they are looking for other countries who can produce specific goods/services which their own country cannot produce as efficiently.

Although some nations are rich in natural resources and highly developed in terms of technologies, infrastructure, etc., it is not always in a country's best interest to produce everything it could for itself. Nations instead choose to focus on only those products/services which they are capable of providing fastest, cheapest, and in great abundance. This phenomenon is known as economic specialization.

**Resources:**

Econ Linked- Specialization Video and Quiz

*Interactive video and quiz on specialization*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=185>

Econ Linked- Trade, Exchange and Interdependence Video and Quiz

*Interactive video and quiz on trade*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=196>

Econ Linked- Benefits of Trade Video and Quiz

*Interactive video and quiz on benefits of trade*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=224>

**SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.**

**b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.**

Even though voluntary trade is always beneficial to the parties engaging in it, sometimes countries create trade barriers to pursue the country's interests. This could be to punish another country or to protect an industry within the country creating the trade barrier. These trade barriers always hurt both parties that would otherwise be trading.

**Tariff** is a tax placed on goods coming into a country. The goal of a tariff is to increase the price of an import, so that people in that country will buy the cheaper domestically produced good.

**Quota** is a limit on the amount of a foreign good that can be imported. As with a tariff, the goal of a quota is to encourage people to buy domestically made goods.

**Embargo** is a cessation of trade between two countries. Unlike the previous two trade barriers, the goal is not to protect domestic industry, but to punish another nation by suspending trade.

**Resources:**

Econ Linked- Barriers to Trade Video and Quiz

*Interactive video and quiz on trade barriers*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=223>

**SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.**

**c. Explain why international trade requires a system for exchanging currencies between nations**

In order for countries to trade, a system of currency exchange must exist. Without a method to convert monetary values between currencies, international trade would be impossible. People want to be paid in their own nation's currency when they sell goods and services to businesses in other nations. Exchange rates are used to determine how much one nation's currency is worth in terms of another's. (e.g., 1.00 U.S. dollar = 0.96 Euros)



Figure 28. The Kenyan Shilling with a portrait of Jomo Kenyatta, reproduced from Wikimedia Commons

**Resources:**

Currency Conversion Calculator

<https://www.bankrate.com/calculators/investing/currencycalc.aspx>

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

**a. Evaluate how literacy rates affect the standard of living.**

Literacy rate is the percentage of people over the age of 15 in a country who can read or write. The more educated a work force is the more literate it is. AS people in a workforce receive more education, then they can perform jobs that create more valuable goods and services. Investment in human capital allows workers to produce more goods and services and increases a nation's standard of living.

**Resources:**

CIA World Factbook- Literacy Rates by country

<https://www.cia.gov/library/publications/the-world-factbook/fields/2103.html#sf>

Econ Linked- Foreign Currency Video and Quiz

*Interactive video and quiz on foreign currencies*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=226>

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

**b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).**

Human capital is the training and skills a worker has to produce a good or service. A better educated and trained workforce can work more efficiently and create more valuable, skill-intensive goods and services. Investments in human capital raise the per capita GDP by allowing each worker to produce more goods and services.

The following data can be used in conjunction with literacy rates to come to conclusions regarding the relationship between investment in human capital, literacy rates, and standard of living. In 2017, South Africa, spent 5.9% of their GDP on education expenditures and the country has a literacy rate of 94.4% (95.4 for men and 93.4 for women). Kenya spent 5.3% on education expenditures and has a literacy rate of 78% (81.1% for men and 74.9% for women). Nigeria data on the percentage of the GDP spending on education is not available. The literacy rate in Nigeria is 59.6% (69.2% for men and 49.7% for women). The 2017 GDP per capita in South Africa was \$13,500; in Kenya it was \$3,500, and in Nigeria it was \$5,900.

**Resources:**

World Economic Forum- Human Capital Index 2016

*Human capital investment rankings of 130 countries*

<http://reports.weforum.org/human-capital-report-2016/rankings/>

CIA World Fact Book

<https://www.cia.gov/library/publications/resources/the-world-factbook/>

Econ Linked- Human Capital Video and Quiz

*Interactive video and quiz on human capital*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=230>

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

**c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).**

Capital goods are durable goods used in the production of goods. This can include factories, machines, and tools. A country that has invested in newer, more efficient tools will be able to produce more than one that has not. Investments in capital goods raise the per capita GDP by allowing each worker to produce more.

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

**d. Explain how the distribution of natural resources affects the economic development of Africa.**

Natural resources are not distributed evenly across the globe. Landforms, lakes, rivers, minerals, vegetation and animals vary from region to region, and country by country. The three focus countries in Africa all have potential wealth in the form of natural resources. In **South Africa** gold, diamonds, platinum, other metals and minerals are found in abundance. Many jobs are therefore found in the mining industry as these natural resources are extracted and exported to other countries. In **Nigeria**, petroleum and petroleum products make up 95% of the nation's exports. Cocoa and rubber are the other natural resources that are extracted from the Earth and exported. In **Kenya** tea is the primary natural resource that is grown in abundance and exported. Horticultural products, coffee, petroleum products, fish, cement are also found. The country also exports textiles in the form of apparel to other countries.

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

**e. Describe the role of entrepreneurship.**

Entrepreneurship is one of the four factors of production. Entrepreneurs are people who are willing to risk with their own productive resources (human, natural and capital tools) to produce a new or better good or service. Entrepreneurs allow the market to innovate, creating new goods or services that better satisfy people's wants or allowing the market to become more efficient. Countries with entrepreneurial cultures are more able to satisfy the wants of its people. For example, in 2016 Kenya simplified the process for starting a business, but then also made it more expensive. In Nigeria, only about one-quarter of all Nigerians work in the formal sector. With the process of starting a business difficult for entrepreneurs, the economy does not grow.

**Resources:**

Entrepreneurship Video

<https://player.vimeo.com/video/224478561>

## What Students Should Know

In summary, how do the three focus countries in the GSE fare with regard to addressing and implementing the factors of economic growth?

**South Africa** is a middle-income emerging market with an abundant supply of natural resources; well-developed financial, legal, communications, energy, and transport sectors; and a stock exchange that is Africa's largest and among the top 20 in the world. Economic growth has decelerated in recent years. Unemployment, poverty, and inequality - among the highest in the world - remain a challenge. Official unemployment is roughly 27% of the workforce, and runs significantly higher among black youth. Even though the country's modern infrastructure supports a relatively efficient distribution of goods to major urban centers throughout the region, unstable electricity supplies retard growth. Eskom, the state-run power company, is building three new power stations and is installing new power demand management programs to improve power grid reliability but has been plagued with accusations of mismanagement and corruption and faces an increasingly high debt burden.

South Africa's economic policy has focused on controlling inflation while empowering a broader economic base; however, the country faces structural constraints that also limit economic growth, such as shortages of skilled workers, declining global competitiveness, and frequent work stoppages due to strike action. The government faces growing pressure to improve the delivery of basic services to low-income areas, to increase job growth, and to provide university level-education at affordable prices. Political infighting among South Africa's ruling party and the volatility of their currency, the rand, risks stalling economic growth. International investors are concerned about the country's long-term economic stability; in late 2016, most major international credit ratings agencies downgraded South Africa's international debt to junk bond status.

**Nigeria** is Sub Saharan Africa's largest economy and relies heavily on oil as its main source of business earnings and government revenues. Following the 2008-09 global financial crises, Nigeria's economic growth has been driven by growth in agriculture, telecommunications, and services. Economic diversification and strong growth have not translated into a significant decline in poverty levels; over 62% of Nigeria's over 180 million people still live in extreme poverty.

Despite its strong fundamentals, oil-rich Nigeria has been hobbled by inadequate power supply, lack of infrastructure, delays in the passage of legislative reforms, an inefficient property registration system, restrictive trade policies, an inconsistent regulatory environment, a slow and ineffective judicial system, unreliable dispute resolution mechanisms, insecurity, and pervasive corruption. Regulatory constraints and security risks have limited new investment in oil and natural gas, and Nigeria's oil production had been contracting every year since 2012.

**Kenya** is the economic, financial, and transport hub of East Africa. Kenya's real GDP growth has averaged over 5% for the last decade. Since 2014, Kenya has been ranked as a lower middle income country because of its per capita GDP. While Kenya has a growing entrepreneurial middle class and steady growth, its economic development has been impaired by

weak governance and corruption. Although reliable numbers are hard to find, unemployment and under-employment are extremely high, and could be near 40% of the population.

Agriculture remains the backbone of the Kenyan economy, contributing one-third of GDP. About 75% of Kenya's population works at least part-time in the agricultural sector, including livestock and pastoral activities. Over 75% of agricultural output is from small-scale, rain-fed farming or livestock production. Tourism also holds a significant place in Kenya's economy. In spite of political turmoil throughout the second half of 2017, tourism was up 20%, showcasing the strength of this sector. Kenya has long been a target of terrorist activity and has struggled with instability along its northeastern borders. Some high visibility terrorist attacks during 2013-2015 (e.g., at Nairobi's Westgate Mall and Garissa University) affected the tourism industry severely, but the sector rebounded strongly and appears poised to continue growing. Inadequate infrastructure continues to hamper Kenya's efforts to improve its annual growth so that it can meaningfully address poverty and unemployment. International financial institutions and donors remain important to Kenya's growth and development. The first phase of a Chinese-financed and constructed standard gauge railway connecting Mombasa and Nairobi opened in May 2017.

**Resources:**

Econ Linked- Economic Growth and Development Video and Quiz

*Interactive video and quiz on economic growth*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=225>

Econ Linked- GDP Video and Quiz

*Interactive video and quiz on GDP*

<https://archive.econedlink.org/interactives/EconEdLink-interactive-tool-player.php?iid=204>