



Location - Guess the Country Game

This activity is designed to help you develop your skills with location, and your ability to use relative location. Africa has many countries, and each can be described in many ways. Have fun creating a geography game!

You Will Need:

- Ten large recipe cards
- Political map of Africa
- Pencil and paper

Number of Players:

- Two, three or four

Part A

How to Make Your Game

1. Choose the names of **ten** African countries, and write one name on each card.
2. On the same side as the name, describe that country's relative location, using such things as other countries, large bodies of water, etc.

Part B

How to Play the Game

1. Player A reads aloud a country's relative location without saying its name.
2. Player B listens to the description, and using the map for help, tries to name the country. Player B can have the description read to him or her only twice.
3. If Player B guesses the correct country, **score 10 points**.
4. If Player B cannot guess the correct country, **lose 5 points**.
5. Player B now chooses a card and reads it aloud. Follow Steps One to Four.
6. Continue until all of the cards have been read.
7. The player with the most points becomes a "Location Expert".

A Challenge!

Try this same game using **ten African cities** and their absolute locations.
Follow the same steps when playing.



Place - Comparisons



Africa is a continent of CONTRASTS. There are hot and dry places, there are mountains and valleys, and there are small villages and large cities. Choose TWO countries in Africa. They may be on opposite coasts (i.e., west coast, east coast), or have opposite physical characteristics (i.e., rainforest, desert). You may choose any two countries you wish, as long as they are very DIFFERENT from one another.

Use a chart like this one to collect information about the two countries you have chosen.

Country Name	Physical Characteristics	Vegetation and Animal Species	Where People Live and What They Do	Historical Landmarks

Create a series of ILLUSTRATED COMPARISON CARDS on 18-inch by 24-inch paper or Bristol board. Create one for each of the columns in your chart. Here is a brief example:

Physical Characteristics

<p>Egypt</p> <p>desert sands </p> <p>Nile River </p>	<p>Congo (Dem. Rep.)</p> <p>rainforest </p> <p>Congo River </p>
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drawings → (Arrows point from the word 'drawings' to the empty boxes for 'desert sands', 'Nile River', 'rainforest', and 'Congo River')

Add as much detail as you can to each of your four comparison cards. Display them in your classroom. Instead of drawings, you may choose to use cut out pictures as your illustrations.



Regions - The Nile Valley

Think about the Nile River Valley. If you began in southern Egypt, at Abu Simbel, what would you see as you followed the river northward toward the Nile Delta and the Mediterranean Sea?

Create a Tour of the Nile River Valley project.

Collect information on this region that shows why it is **UNIQUE** from all others. For this activity, focus on physical features, where people live, human-made structures like the Aswan High Dam, ancient ruins and buildings, and vegetation and agriculture. You might also want to include information on the towns and cities you would pass as you sailed on the Nile.

Present your findings on a display board, as a booklet, or as a PowerPoint presentation.

Include as much detail as you can in your display or booklet. Think about these things as you create your display, booklet, or PowerPoint presentation:

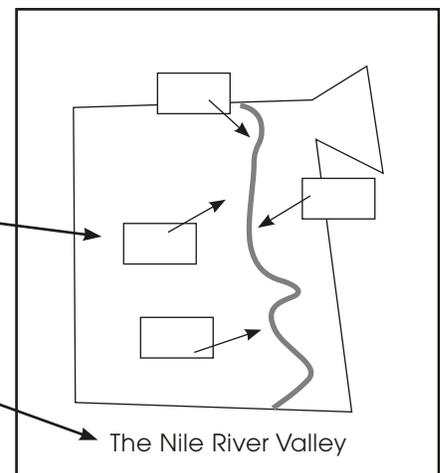
- What will I choose to show?
- How can I locate illustrations for this display, or will I make my own drawings?
- Which labels, captions, or charts could I include to show my understanding of the endangered animal I have chosen?
- How will I present my project to my class?

As display board:

- Include illustrations and captions beside all points of interest
- Give your work a title
- Color your work

As a booklet:

Follow the steps for a display board, except create a single page for each unique feature shown.



As PowerPoint presentation:

Follow the steps for the booklet, with one screen display for each unique feature.

NAME: _____



Human/Environment Interactions - Poaching

Poaching is a word we use to describe illegal hunting and killing of animals for money. For example, poachers will kill an elephant just to get its tusks, so they can sell them for a lot of money as ivory. The biggest problem is that many animals have been hunted almost to extinction because of poaching.

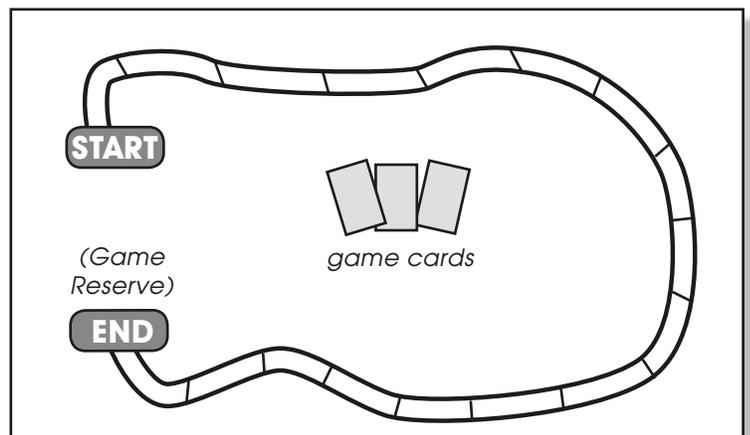
Research poaching in Africa. Think about these things:

- Why is there poaching?
- Who are the poachers?
- Which animals are affected?
- What punishments are there for poachers in different countries?
- How do game reserves help prevent poaching?
- Which international organizations help protect animals?

Using what you have learned about poaching, **create a BOARD GAME about poaching.** One idea might be to have all your game pieces represent different endangered animals, and have them try to reach the game reserve before the poachers catch them. Will they make it safely? Include all that you know about poaching. Have fun playing!

- What will my board look like?
- Which drawings will I include?
- Will I have special cards that need to be drawn when you land on a certain space?
- Will I use dice, or will I make an endangered animal spinner?

If you are having difficulty, use a favorite board game as a model. Here is an example you might also want to follow. Please design your own board.



NAME: _____



Movement - The Suez Canal

Using the 5Ws + HOW, collect information about the Suez Canal. Here are some sample questions using the 5Ws. You may also answer your own questions, or collect any other interesting facts you discover.

- What is a canal?
- Where is the Suez Canal?
- When was the Suez Canal built?
- Why was the Suez Canal built?
- Who built the Suez Canal?
- How much did it cost to build?

After you have collected your facts, think about how you will present them to your class. Here are some ideas:

- Present your information as a **PowerPoint presentation**, with each new slide showing your question and the answer you found. You can attach clip art pictures to illustrate your slides.
- Present your information in a **newspaper format**, with headlines and news stories for each of the questions you ask. Include an illustration or two, along with captions, to help communicate your ideas.
- **Write a story** that tells about your adventure to the Suez Canal. As you tell your story, your descriptions of setting and plot can include facts you learned about the canal. Read your story to your class, and leave a published copy for your classmates to read during independent reading time. (Hint: Your story might be very adventurous and exciting if it was set during the Suez Crisis!)

As a follow-up activity, after you present your information, why not give your class a quiz? Prepare a quiz to see if your class has understood your information about the Suez Canal.

NAME: _____



African Literature



Visit your school library and ask your librarian to help you find stories from, or about, Africa. Choose **THREE** to read. When you are finished, complete the activities below.

1. Complete a brief book **summary** for each book you read.

Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea
Story Title & Author	→	Genre	→	Main Idea

2. Using these books as a model, **write your own story of Africa**. Will you write a folk tale or a longer narrative? Perhaps you'll write a poem that tells a story. Include things that you have learned about Africa. Be creative, illustrate your work, and publish it in a book form. Share your story!