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Primary Source Readers Around the World

This sample includes the following:

Management Guide pages (4 pages)

Sample Reader (16 pages)

Sample Lesson Plan (15 pages)

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PRIMARY SOURCE READERS



Around the World Management Guide

Introduction

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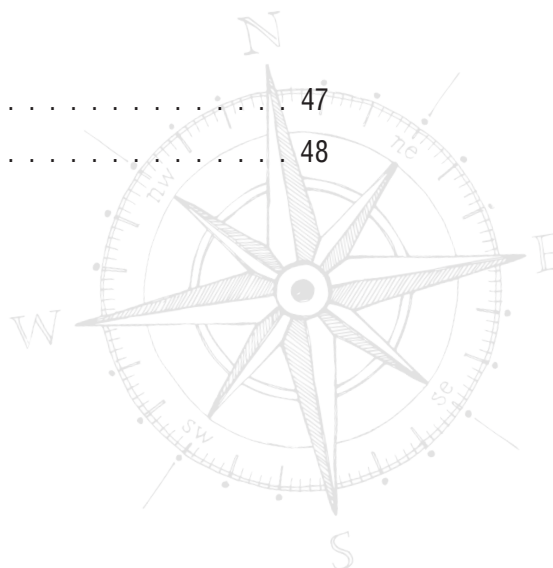
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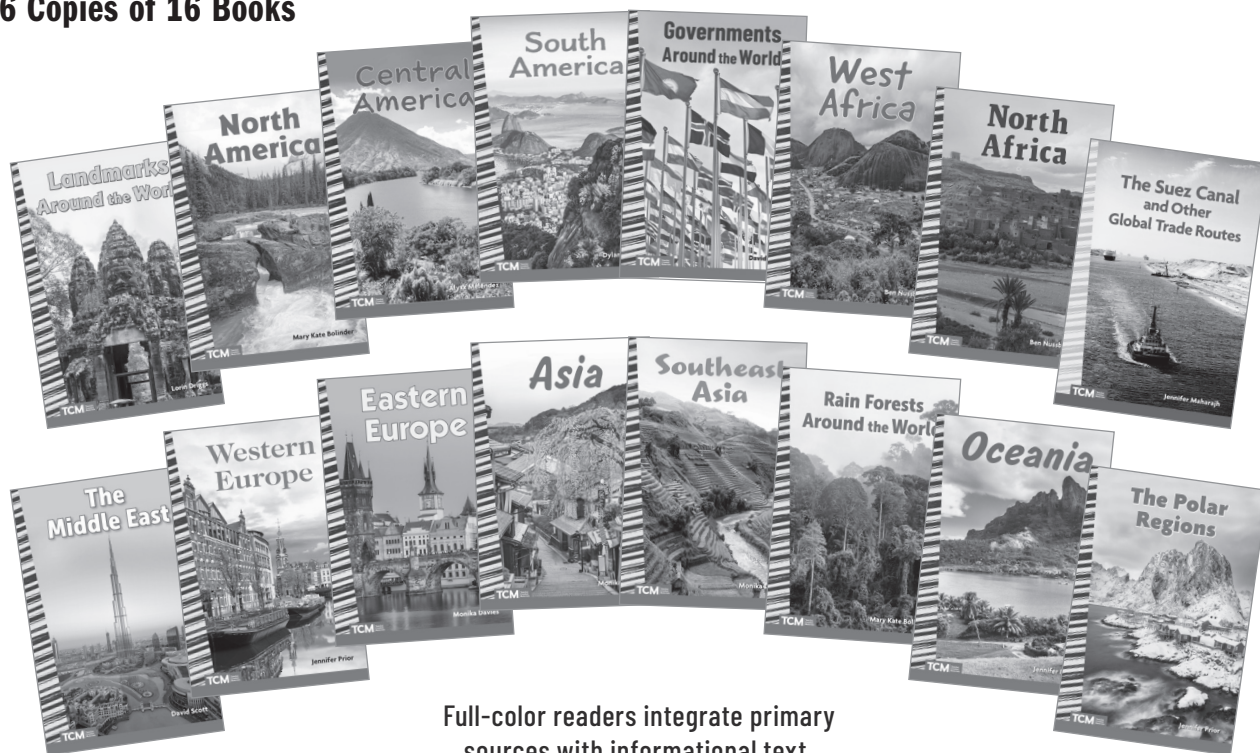
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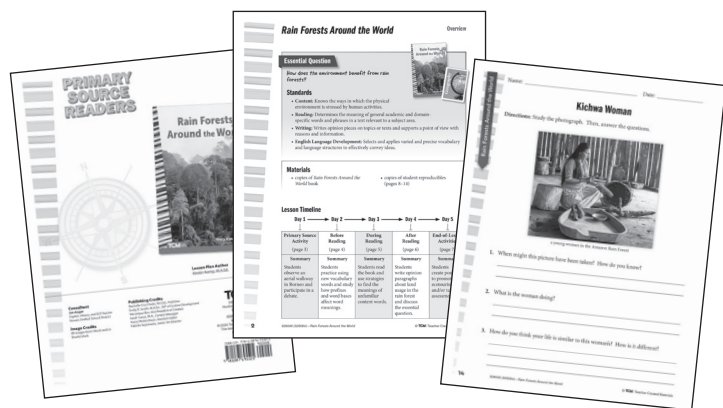
Kit Components

6 Copies of 16 Books



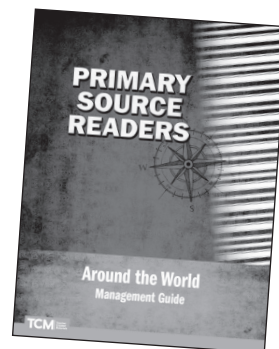
Full-color readers integrate primary sources with informational text.

Lesson Plans



Lesson plans include targeted instruction, essential questions, and numerous opportunities for inquiry-based discussions.

Management Guide



The Management Guide provides program information and research-based teaching ideas.

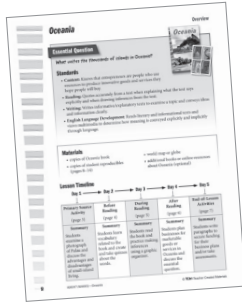
Digital Resources

Ebooks and audio recordings increase student engagement and enhance instruction.



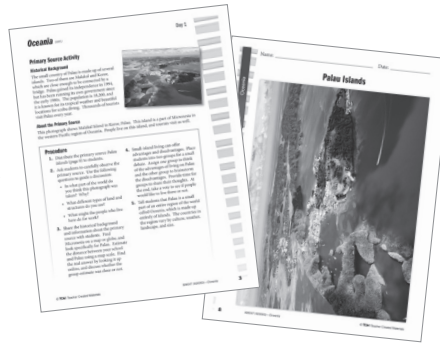
Lesson Plans

Each five-day lesson sequence is organized in a consistent format for ease of use.

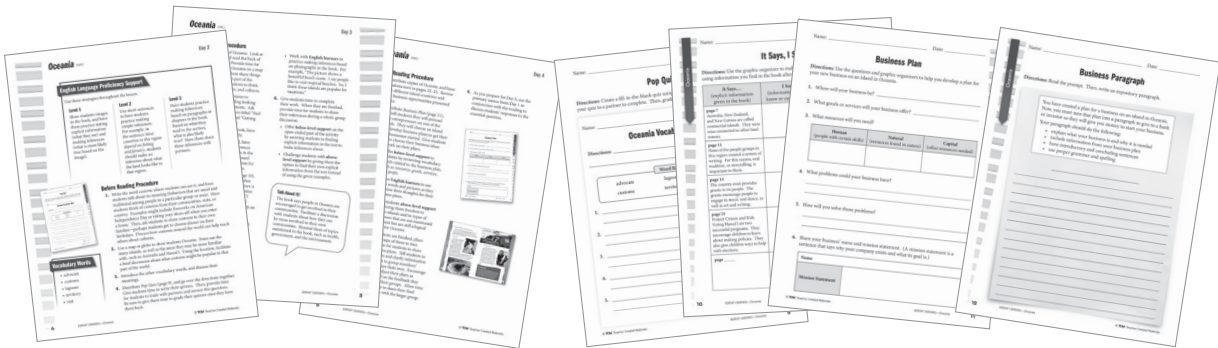


The overview page highlights standards-based learning objectives, the essential question of the lesson, materials needed, and a suggested timeline for the lesson.

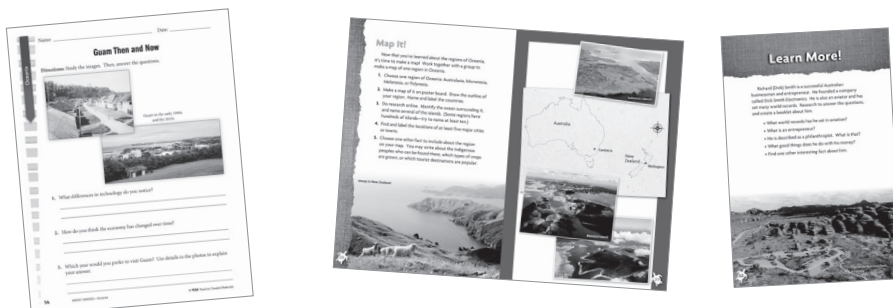
DAY 1 The primary source activity uses a related primary source to spark inquiry-based discussions and introduce the topic of the book.



DAY 2 through DAY 4 Students interact with the content through vocabulary-based activities to activate prior knowledge. Students deepen their understandings of the topic with step-by-step activities to support comprehension as they read.



DAY 5 Students apply what they have learned by revisiting the primary source from Day 1, taking assessments, and completing activities from the book.



West Africa

West Africa is changing, and it is growing. The region has a rich history and stunning geography. Many ethnic groups and Indigenous peoples call West Africa home. Discover what life in this region looks like.



926011

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TCM Teacher Created Materials

WEST AFRICA

NUSSBAUM

West Africa



TCM Teacher Created Materials

Ben Nussbaum

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Shown on the cover is Idanre Hill in Nigeria.

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Changing West Africa

Change is everywhere in West Africa. The population is booming. Cities are growing. The economy is shifting. West Africa is very different today than it was a few decades ago.

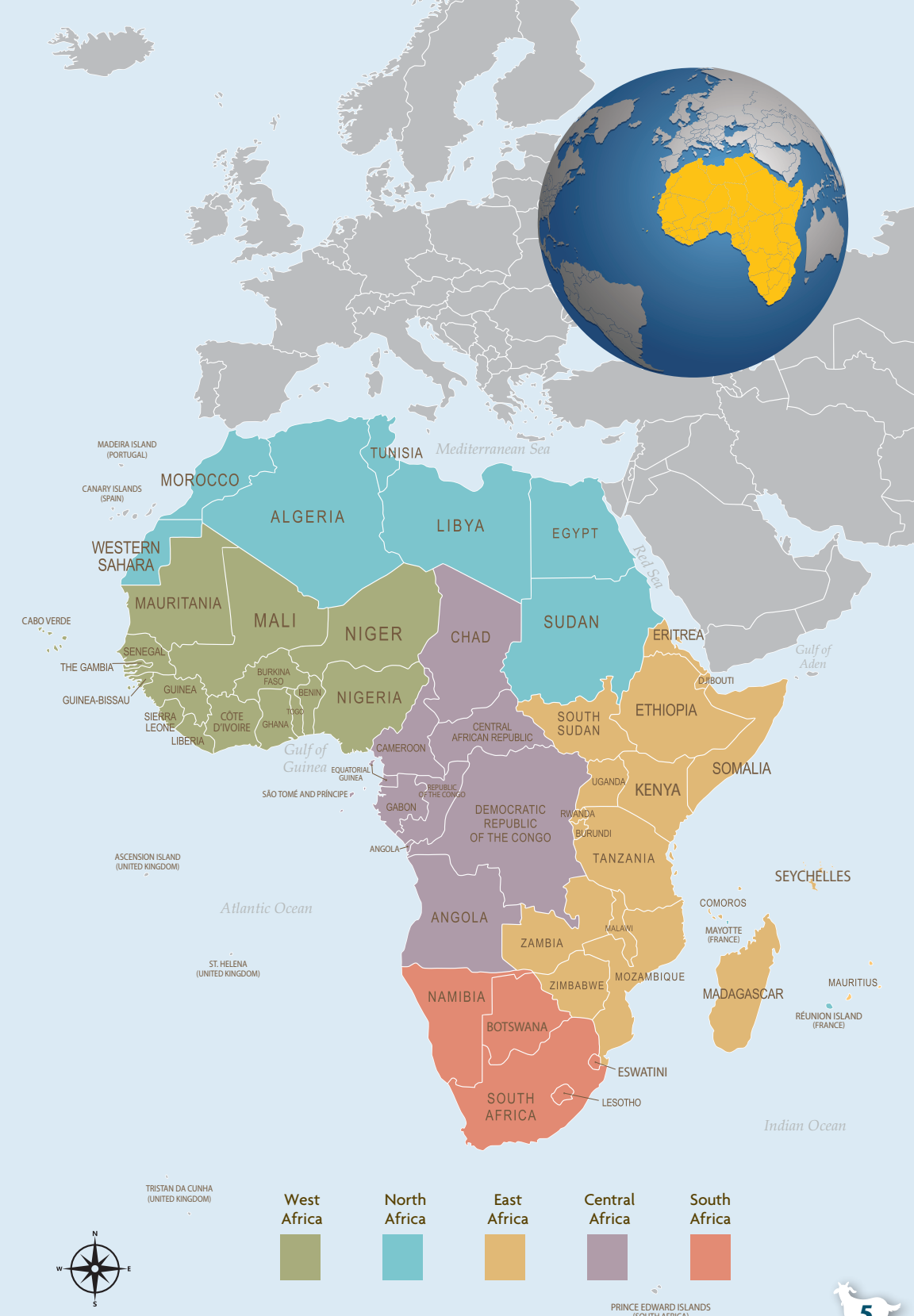
Sixteen countries make up West Africa. The smallest is Cabo Verde. It is a group of islands. Mauritania, Mali, and Niger are the largest countries in West Africa. In all three, much of the land is desert. The other **landlocked** country in West Africa is Burkina Faso. Nigeria has the most people of any country in the region. Many of Africa's smallest countries are in West Africa. One of them is The Gambia. It is the smallest non-island country in Africa. Each country in the region has a unique history and culture. The geography varies as well. There are deserts and savannas. There are also **rain forests** and mountain ranges.



the island of Sal, Cabo Verde



Sahara Desert, Mauritania





West African Landscapes

The Sahara Desert stretches across a vast part of Africa, including parts of West Africa. There is no exact line where the desert ends. Instead, the desert slowly changes into different **terrain**. First, there are a few small plants across the land. Then, there is some grass and a few trees, followed by more and more greenery.

The Sahel is the name for the place where the Sahara first becomes a more livable area. It is dry and hot in the Sahel. In many places in the Sahel, months can pass without any rain. Then, there may be enough rain for grass and other plants to thrive for a few months.

In the past, Indigenous peoples survived in the Sahel by herding animals, such as goats or cows. They moved these animals to different locations depending on where they could find plants.

The Sahel gradually turns into a savanna. This area is a **grassland**. The savanna is too dry to allow for many kinds of farming. It is common for people to grow crops that can survive long periods without much rain. Sorghum and millet are two important grains in the savanna. They can be cooked and eaten like rice.



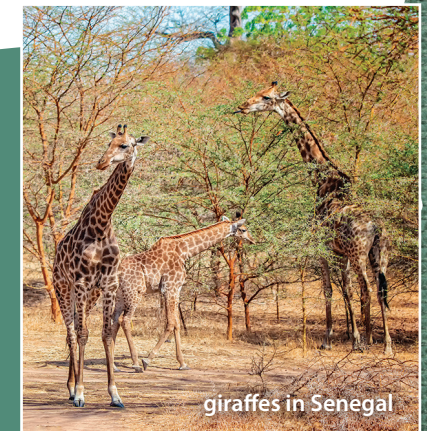
sorghum



African nomads in Mali

On Safari

Some of Africa's most well-known animals live in the savanna. This includes giraffes, elephants, lions, and leopards. Some people go on safaris to see them. They visit a national **preserve**. A guide takes visitors in a car or bus to see the animals. Serengeti National Park in East Africa is a famous place to see wildlife.



giraffes in Senegal

The savanna gradually turns into a lush, green rain forest near the coastline. These areas are famous for their **cacao** farms. Cacao beans are the main ingredient in chocolate. Côte d'Ivoire grows more cacao than any other country in the world.

Water sources play a big role in how people live in West Africa. The Niger River starts in the hills of the country of Guinea. It flows through Mali and Niger as well as other countries. It is important because it goes through areas that otherwise would not have much water.

An area in Mali is called the Inner Niger Delta. A delta is normally where a river meets another body of water. In a delta, a river splits into smaller streams to create swampy or marshy areas.



The Inner Niger Delta is unusual because it occurs far from the sea. Instead, the Niger and many smaller rivers all flow through this area. For about four months a year, the whole region is very wet as the rivers flood. This is a period of abundant water. The water is vital for the people and the animals of the region.

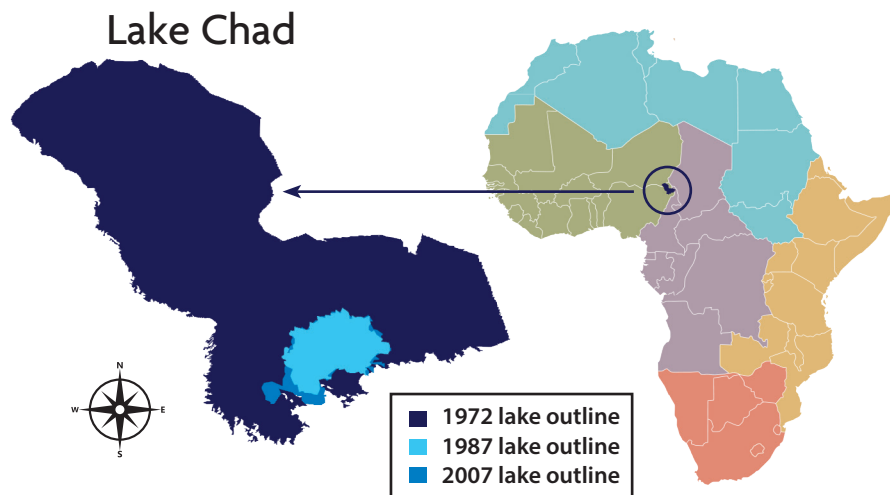


The Niger River

The Niger is the third-longest river in Africa. The countries of Niger and Nigeria both take their name from this river. It is believed that this river was named by the Greeks. Many types of fish are found in the river. Crocodiles even live here!

The major lake of West Africa is Lake Chad. The countries of Niger, Nigeria, Cameroon, and Chad border this lake. Because it is shallow in parts, Lake Chad can grow or shrink quickly. This happens naturally when rainfall is high or low.

Lake Chad is important to this region. Many people depend on it for water. As more people get water from Lake Chad, it begins to dry up more quickly. Climate change is another part of the problem. Keeping Lake Chad healthy is complex. Many countries and people have to come to an agreement and all work together.



Geography and Ethnic Groups

The geography of West Africa affects the ethnic groups who live there. Ethnic groups are people who speak similar languages and have shared customs. There are thousands of ethnic groups in Africa.

Ethnic groups tend to live in specific areas. For example, the Wolof live mostly in Senegal. Traditionally, they were farmers and lived in small, rural villages. Today, some of them are still farmers and have jobs in agriculture. But others moved to live in Dakar, the capital of Senegal. They work a variety of jobs.

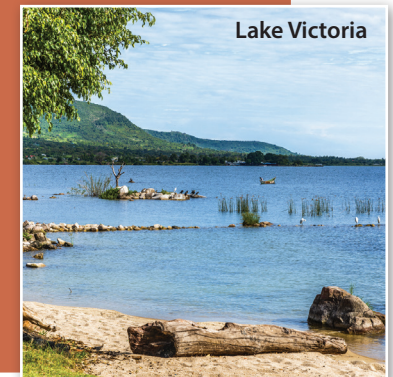
The Fulani are another ethnic group. They traditionally live in the Sahel. Many Fulani are **herders**. They spend much of the year moving to new locations with their animals.

Women gather water in Chad.



In the Depths

At its deepest, Lake Chad is about 35 feet (11 meters) deep. The largest lake in Africa is Lake Victoria. This lake goes through part of Uganda, Tanzania, and Kenya in East Africa. It is almost 300 feet (91 meters) deep.



Eventually, the Mali Empire lost power. Smaller nations emerged. They were sometimes based around specific tribes. Some of these nations lasted for hundreds of years.

The Mande

The Mande are a group of people living in West Africa. They have been in the region for thousands of years. Between 4000 and 3000 BCE, the Mande independently developed the process of agriculture. Today, the Mande mostly live in western Sudan.



Dahomey warriors in the 1890s

Kingdom of Dahomey

A large kingdom existed in what is now Benin. It was called the Kingdom of Dahomey. It thrived from 1625 to 1894 CE. The government was a monarchy. Many kings ruled over the land. Women fought in battles. When they weren't fighting, they worked as bodyguards for the king.

modern Igbo performers in Lagos, Nigeria



The Igbo

The Igbo have lived in West Africa for thousands of years. Most of them were farmers. They grew various crops. Some of their staples were yams and taro. They also grew cassava. This could be turned into bread, flour, or other items. The Igbo had their own system of government. They had a village group. This was a group of villages with about 5,000 people total. The group shared a market space. They also had a shared meeting space. The leaders of the group were on a council. People were picked to be on this council through **lineage**. Today, the Igbo live mostly in southeastern Nigeria. They speak the Igbo language.

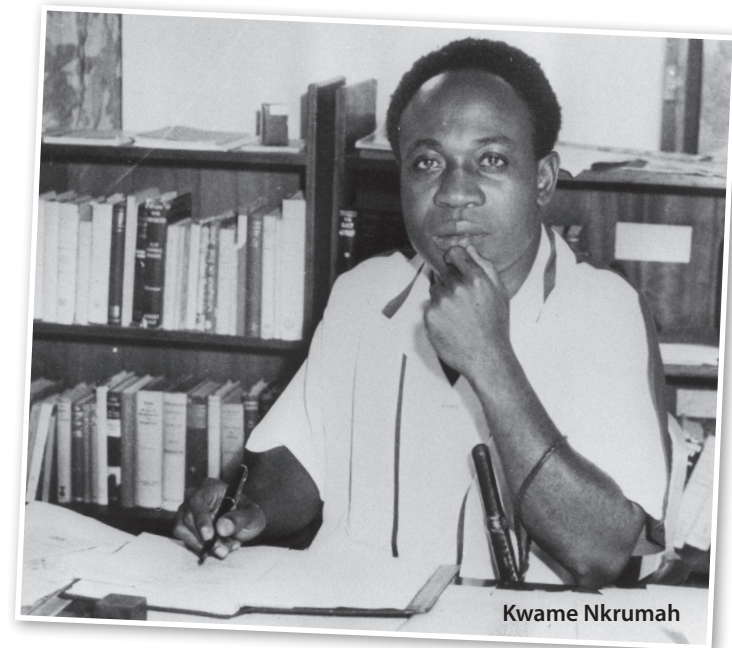


cassava

Independence

Some European countries used to control land in West Africa. In the 1500s, Portugal claimed what is now Guinea-Bissau. In the 1800s, Britain took areas that are now Nigeria and Ghana. In 1895, France took a large part of West Africa as its **colony**. Germany had a small colony around Togo in the late 1800s.

This period of time had a major impact. In West Africa, and on the whole continent, colonizers did not treat Africans well. They forced some people into jobs they did not want. Wealth from these African nations flowed to Europe. After World War II, West African countries started to gain more freedom. This was a step toward independence.



Kwame Nkrumah

One hero of African independence was Kwame Nkrumah. He started a **political** party in Ghana. The party supported independence. The party became popular. Nkrumah became popular, too. He won an election. He became a member of the government, even though it was controlled by Britain. Nkrumah led Ghana to independence without a war. In 1957, Ghana became its own country. Nkrumah was its first prime minister.

In other countries, West Africans fought for their independence. Many people died. By 1975, all of West Africa was independent.



parade on Ghana's 61st independence anniversary

Liberia

Only one West African country was never under colonial rule. This was Liberia. This country was founded by freed enslaved people from the United States. A group called the American Colonization Society sent them back to Africa. The colony was founded in 1821. It became known as Liberia in 1824.



Jobs and Industries

Hollywood in the United States is one of the main centers of the global movie industry. West Africa has its own version of Hollywood. Because it is in Nigeria, it is called *Nollywood*. Nollywood movies are popular all over Africa. They are also popular with other people who live around the world. It is estimated that more than one million people work in Nollywood. It is a thriving, growing part of the economy of West Africa.



A film crew works on the movie *October 1* in Nigeria.



Other industries make up the economy as well. Most West Africans are farmers. **Subsistence farming** is very common. Subsistence farmers eat most of the food they grow. At times, they may not have any food at all left to sell. These farmers grow lots of different kinds of food. For example, a farmer might raise goats and grow vegetables and millet. The goats provide meat and milk. The vegetables provide **nutrients**. The millet is a staple of most meals. So, subsistence farmers usually do not have to buy any food at all.

Larger farms in West Africa are focused on one or two crops. The workers here are paid to harvest crops. Cacao farming is one example. West Africa also produces a lot of peanuts, palm oil, and cotton.

Popular Dishes

Fufu is a dough-like food that is eaten with stews. It is made out of a boiled starch, such as cassava. The cassava is then pounded for a long time. It is formed into a ball. *Garri* is a different type of processed cassava. *Maafe* is a type of peanut stew from Mali. It includes meat that is cooked in a sauce of tomatoes, onions, and peanut butter.



People search for gold in Niamey, Niger.



Gold mining is an important part of the economy in West Africa. Some large mines are owned by big companies. Miners work for them and use large machines and tools. But some miners work for themselves. They mine gold on their own land with simple tools. This type of mining is a very old tradition in West Africa. Other types of minerals and metals are mined in the region, too. Niger has deposits of the rare metal uranium. Uranium is used in nuclear power plants. These metals and minerals are exported to other countries.

A major source of wealth in West Africa is oil. Nigeria has rich oil deposits. Much of the oil is in the area where the Niger River enters the sea. Oil is one reason why Nigeria has the potential to be a huge economic power. This resource can be exported for a profit. Another reason for Nigeria's potential economic power is its large population. More than 200 million people live in Nigeria. No other country in West Africa comes close to that.

Nigerian leaders have also been focused on building better **infrastructure**. This refers to structures such as roads, bridges, and ports. These improvements will help grow its economy. They could bring in more tourism, too.



An oil rig in Nigeria extracts oil from under the seafloor.



Marketplaces

There are several busy markets in major West African cities. The Makola Market in Ghana has existed for decades. It is an open-air market that is filled with goods, including clothing, produce, and other products. Balogun Market in Nigeria also has clothing and shoes for sale. People who come to the market can purchase food and snacks, too.

Progress and Change: Civics

Most governments in West Africa are republics. This means that citizens elect their leaders. Each country has a constitution. It describes the structure of the government. It also describes the laws.

Voting in elections allows the people of a country to have a say in their governments. But some places in West Africa have run into issues. In 2017, a new president of The Gambia was elected fairly. But the old president did not want to leave office. After a few tense days, he fled to another country.



A woman in Sierra Leone votes in the presidential election.



Sometimes, politics in this region involves **tension** or rivalries between ethnic groups. All the countries of West Africa have a diverse mix of ethnic groups. In one presidential election, a member of the Kru ethnic group and a member of the Mande group ran against each other. It was a very close election. The member of the Mande group lost by a small amount. It led to a war between the northern part and southern part of Côte d'Ivoire.

Political conflict has been common in West Africa. But some countries are making changes. Sierra Leone and Ghana are leading the way. These countries have had free and fair elections.



A Big Group!

Some ethnic groups are larger than others. It is estimated that as many as 80 million people belong to the Hausa ethnic group. People in this group mostly live in Nigeria.

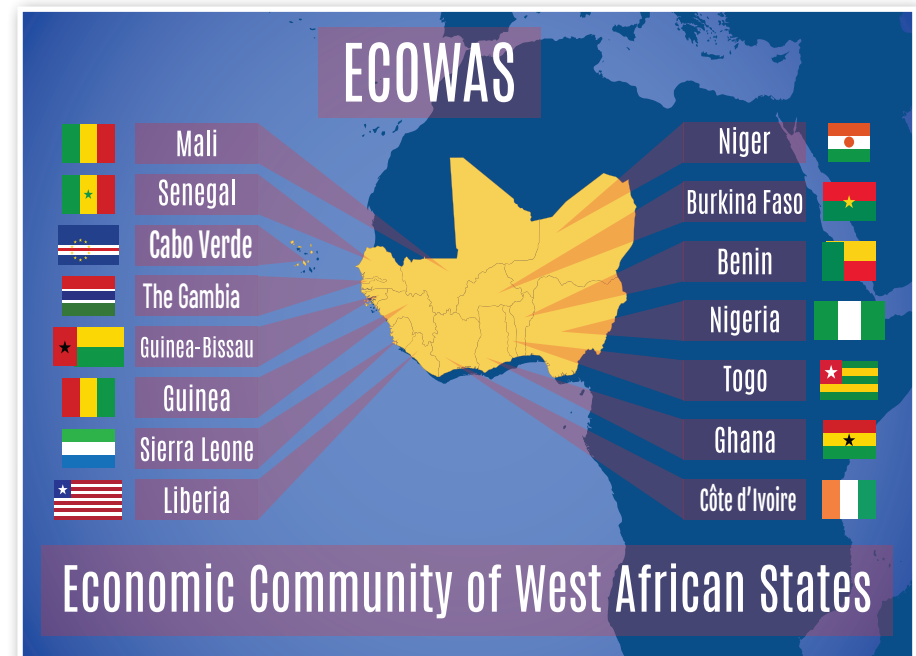
Climate change is also an issue that affects West Africans. In some places, the desert is growing. This is called **desertification**. For example, the Sahara is steadily growing. A report showed that it has grown 10 percent since 1920. It has pushed into the Sahel in some places. Areas that had been useful for farming are drying out because of it.

Desertification can happen for several reasons. Drought and **deforestation** are factors. Little or no rain prevents an area from getting moisture. And as the desert grows, people have to move out of that area. This makes the population of other areas quickly grow. That means too many people have to live in small cities or towns. This can create tension.



Plants that cover the ground in the northern part of Senegal dry up during the dry season.

Some steps are being taken to solve these problems. In West Africa, there is a group called the Economic Community of West African States (ECOWAS). This is a group made of different West African countries. In May 2022, the group came to an agreement. They made a strategy to address global warming over the next 10 years. This will include spending money to address issues and raising awareness.



A Global Problem

Growing deserts are a problem in many places. This includes the western United States and large parts of Australia. Countries in central Asia, such as Kazakhstan, are facing this problem, too. Some countries have made international agreements to address issues like this. The Paris Agreement is one example.

A container ship passes by Eko Atlantic, a new coastal city by Lagos, Nigeria.

Into the Future

West Africa's long history can be seen throughout the region. Many museums tell the stories of the past. The people living in this region tell the story of the present. And many changes underway tell the story of the future. Africa's largest oil refinery is being built in Nigeria. It will transform Nigeria's oil industry. A **redevelopment** is underway in Accra, Ghana. A massive project called the Marine Drive Project will redesign a section of beachfront land. The goal is to increase tourism to Ghana. Thousands of jobs will be created, too.

In Lagos, the biggest city in Nigeria, a new port is being built. Huge cargo ships will be able to quickly load and unload. Off the coast of Senegal, a giant project is building technology to mine gas under the seafloor. Railways, airports, and highways are being built. Mobile technology continues to improve, too. In the past, there was a lack of infrastructure. But that has changed. In the early 2000s, cell phones increased in popularity. They allowed Africans to have greater access to services, such as banking and health care.

What kind of place will West Africa be in 10 years? Only time will tell. The young people of West Africa will make the future. And the future of West Africa looks bright.

How Young Is Young?

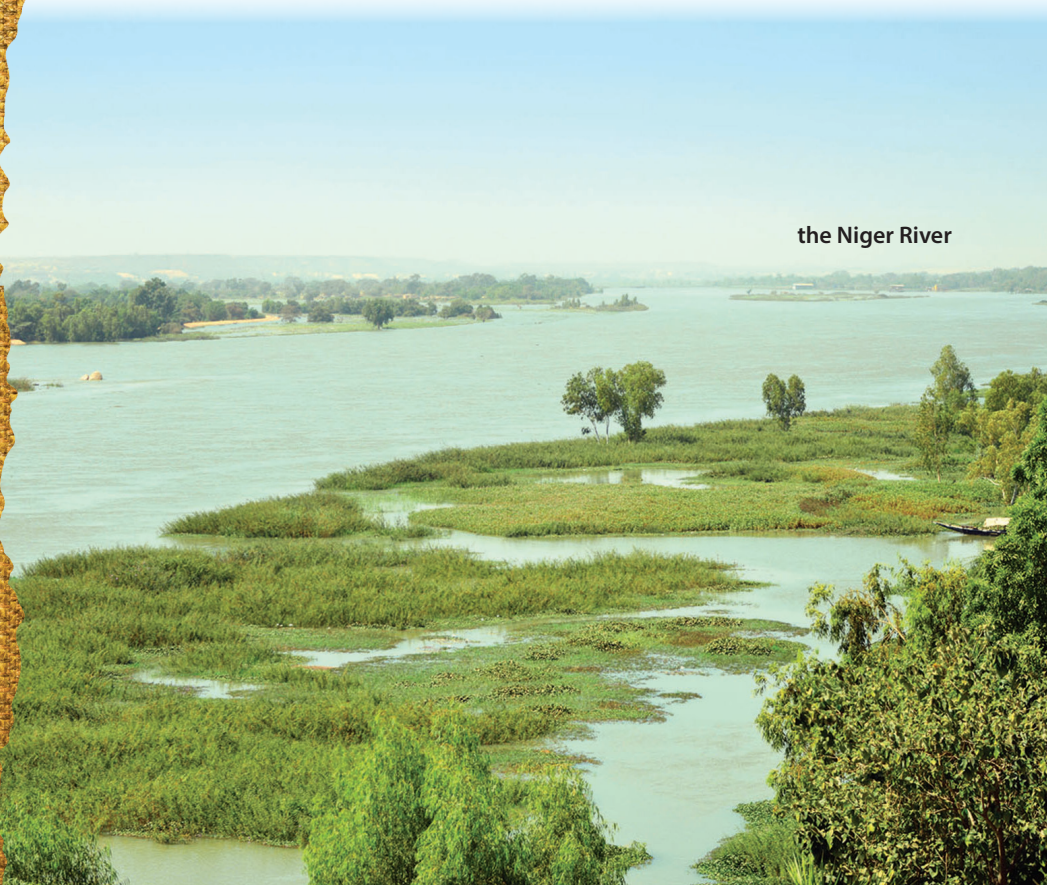
West Africa has many young people. The median age of a person in Mali is about 16. Birth rates are high in some West African countries. More young people means an increased need for certain resources. Education is a key resource. Young West Africans need to have access to all levels of schooling. They also need to have access to entry-level jobs. According to a United Nations report, those are two of the biggest issues for young West Africans.



Map It!

The Niger River is very important in West Africa. It is an important source of water for people, animals, and plants. Make a map to show the path of the Niger River and other rivers of the region.

1. Start by making a map of the West African countries. Label each country.
2. Trace the path of the Niger River on your map. Label any major cities on or near the river.
3. Label the delta of the river. Also, include the Inner Niger Delta. This is the area in Mali that floods each year when the Niger River is high.
4. Add the Senegal River, Volta River, Bani River, and Benue River to your map.



Fulani people prepare to cross the Bani River in Mali.



Glossary

- cacao**—a type of tree that grows cacao beans, the main ingredient in chocolate
- colony**—an area that is controlled by or belongs to a distant country
- deforestation**—the action of clearing or removing all trees from an area
- desertification**—the process of land becoming desert
- grassland**—an area of land with few trees or bushes that is covered in tall grass
- herders**—people whose job it is to herd animals
- infrastructure**—the system of public works in an area, such as roads and bridges
- landlocked**—shut in or enclosed by land on all sides
- lineage**—descent in a line from a common ancestor
- nutrients**—substances that help people, animals, or plants grow and be healthy
- pilgrimage**—a journey to a special place, usually for religious reasons
- political**—relating to politics or government
- preserve**—a protected area for animals or plants
- rain forests**—woodland areas with a high annual rainfall and very tall trees, often found in tropical regions
- redevelopment**—renovation of an area
- slabs**—thick pieces
- subsistence farming**—a system of farming that provides enough crops for one person's or one family's needs
- tension**—a state of unfriendliness
- terrain**—land

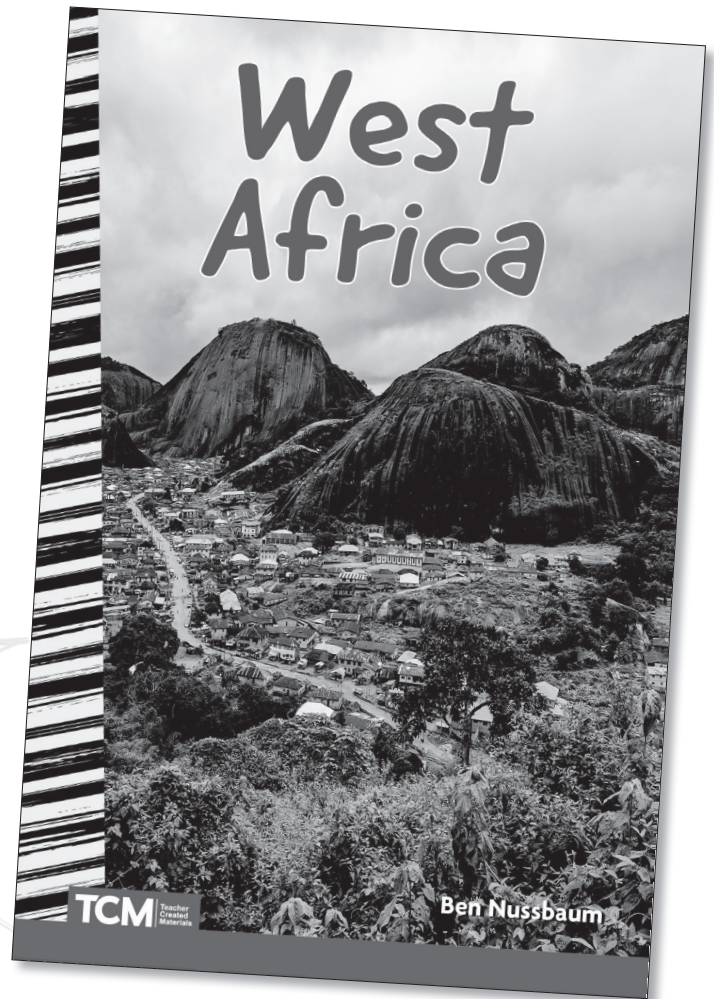
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a Tuareg village in Niger



PRIMARY SOURCE READERS



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Essential Question

How do the geography and climate affect life in West Africa?

Standards

- **Content:** Understands global development and environmental issues.
- **Reading:** Determines two or more main ideas of a text, explains how they are supported by key details, and summarizes the text.
- **Writing:** Provides a concluding statement or section related to the information or explanation presented.
- **English Language Development:** Writes literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.

Materials

- copies of *West Africa* book
- copies of student reproducibles (pages 8–14)

Lesson Timeline



| Primary Source Activity (page 3) | Before Reading (page 4) | During Reading (page 5) | After Reading (page 6) | End-of-Lesson Activities (page 7) |
|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Summary</p> <p>Students examine a photograph of the Sankore Mosque and University.</p> | <p>Summary</p> <p>Students practice identifying the meaning of vocabulary words by playing Bingo.</p> | <p>Summary</p> <p>Students read the text and identify the main ideas and supporting details about geography, economics, and politics in West Africa.</p> | <p>Summary</p> <p>Students practice drawing conclusions from evidence and discuss the essential question.</p> | <p>Summary</p> <p>Students create public service announcements about desertification or deforestation and/or take assessments.</p> |

Primary Source Activity

Historical Background

Timbuktu was an important trading hub of the Mali Empire, which lasted from approximately 1230–1600 CE. Mali was best known as a wealthy kingdom and a center of learning and scholarship. One of the most famous Mali leaders was Mansa Musa I. He visited Mecca and brought back many scholars and thousands of books. He built libraries and universities and made Timbuktu a center of learning and trade.



About the Primary Source

The Sankore Madrasah, or university, was built by Mansa Musa sometime between the 1100s and the 1400s CE. It was first built as a mosque. Then, it was expanded to include scholars who taught literature, philosophy, Islamic law, history, science, mathematics, and more. Students continue to study there today.

Procedure

1. Activate prior knowledge by asking students to share what they know about famous universities in the world. Record student responses on the board or on chart paper.
2. Distribute copies of the primary source *Sankore Mosque and University* (page 8) to students. Ask students to carefully examine the primary source. Use the following questions to guide a discussion:
 - Based on your first impression, what do you think this building is? Explain your thinking.
 - What materials do you think were used to build this? How can you tell?
 - How long ago would you estimate this was built?
3. Share the historical background and primary source information with students. Ask students why the Sankore Mosque might be a good symbol for ancient Timbuktu.
4. Ask students to work with partners and brainstorm lists of benefits to having a university near where you live. Have each pair share their thoughts.

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1

Provide graphic organizers and sentence frames when appropriate to help students organize their thoughts before writing.

Level 2

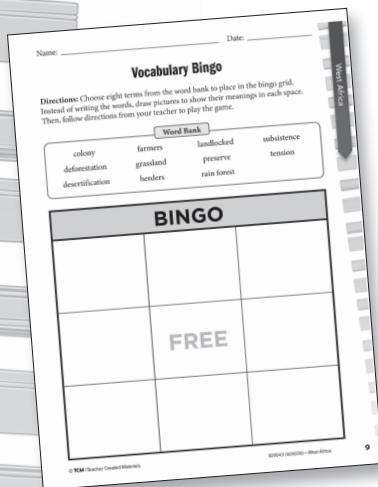
Provide opportunities for students to discuss ideas with partners before completing activity pages or writing prompts.

Level 3

Provide students with transition words and phrases to assist them in connecting ideas in their writing.

Before Reading Procedure

1. Ask students to list the words and images that come to mind when they hear the word *desert*. Tell students that West Africa has many different landforms in addition to deserts. However, the desert is growing and taking over more of the region every year.
2. Write the vocabulary words where students can see them. Discuss the meanings of the words with students. Have students share examples when appropriate, such as when defining *colony* or *rain forests*. Add student examples in the form of words or illustrations.
3. Distribute *Vocabulary Bingo* (page 9), and go over the directions together. Give students time to complete their eight vocabulary pictures. Remind students not to write the terms on their activity sheets. Call out each term. If students have that term drawn on their bingo boards, they can cross out that square. When a student has crossed out three in a row, they call out, "Bingo!" The first student to get a bingo wins.
4. At the end of the activity, have students write the terms next to each picture on their activity sheets.



Vocabulary Words

- colony
- ★ deforestation
- ★ desertification
- grassland
- rain forests

During Reading Procedure

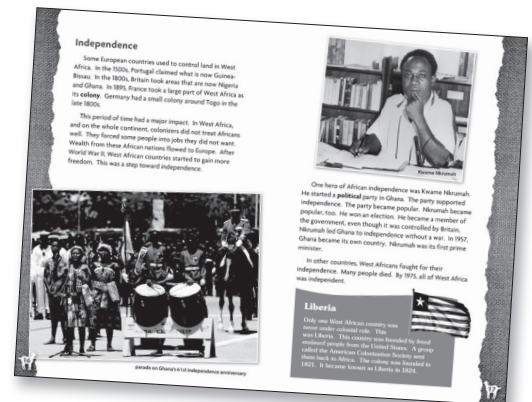
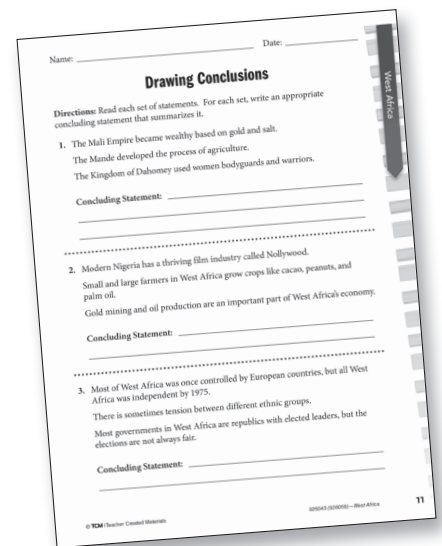
1. Distribute copies of the *West Africa* book to students. Read the back of the book to students, and look at the names of the chapters together. Give students a few moments to preview the book, and then provide time for them to share what they think they will learn.
2. Ask students to think about the vocabulary words they have learned. Challenge them to predict what kind of landforms and natural resources might be present in West Africa based on those vocabulary terms.
3. Tell students that as they read the book, they will record details about geography, economics, and politics in West Africa. Distribute *Main Ideas* (page 10), and go over the directions together. Give students time to read the text and complete the top portion of the activity page. Discuss the answers as a whole group.
 - For **below-level support**, suggest that students first make lists of facts related to each question. Then, have them work with partners to determine how to summarize the answer to each question into a single main idea.
 - Guide **English learners** to find the information for each question by pointing out the headings and subheadings. Allow students to work in pairs.
 - Offer **above-level support** by asking students to cross out one of the questions and write their own in its place. Then, have students find the main idea and supporting details that answer their new question.

Talk About It!

Ask students to think about how their life might be different if the land and natural resources in your area changed dramatically. How would it affect their daily lives?

After Reading Procedure

- Review concluding statements with students. Explain that they will be reviewing facts from the text and writing concluding statements that summarize these facts.
- Have students practice writing concluding statements using a paragraph with details about food. Write the following sentences for students to see: *Foods can be served in different ways. Some foods are served hot, such as pizza. Some foods are served cold, such as potato salad. Some foods are spicy, such as curry.*
- Ask students to talk with partners and come up with concluding statements for this paragraph. Then, have student pairs share their ideas. Examples of concluding statements are: *Food can have a variety of temperatures and flavors.* or *How you serve foods matters!*
- Distribute *West Africa* books and copies of *Drawing Conclusions* (page 11), and go over the directions together. Give students time to complete their concluding sentences.
- Have students share their concluding statements with partners.
 - To provide **below-level support**, show students examples of concluding statements that they can reference as they complete the activity.
 - Encourage **English learners** to begin by identifying what topic each of the facts are about (e.g., the economy, history, or government).
- Offer **above-level support** by asking students to compare their concluding statements with partners. When they differ, have students advocate for why theirs is stronger.
- As you prepare for Day 5, use the primary source from Day 1 in conjunction with the reading to discuss students' responses to the essential question.



Primary Source Activity Revisit

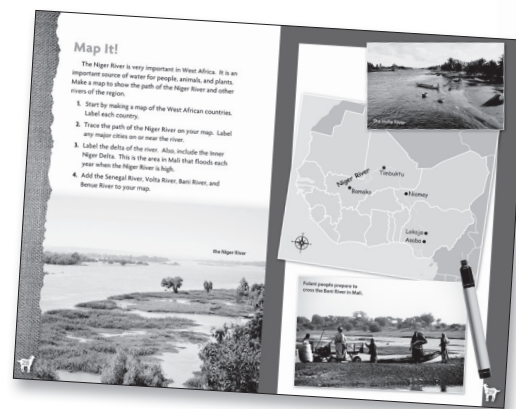
1. Revisit the primary source from earlier in the lesson. Have students explain what this image shows about the legacy of West Africa.
2. Discuss the ways in which changes in the environment create new challenges for the people of West Africa. Ask students to think about how individuals as well as governments and intergovernmental groups can make positive changes.
3. Distribute *Public Service Announcement* (page 12), and go over the directions together. If possible, show students examples of public service announcements (PSAs). Discuss what makes an effective PSA (e.g., organized information, speaking loudly and clearly, telling people how they can get involved). Then, give students time to create and perform or record their public service announcements.

Assessment

1. A short post-assessment, *West Africa Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for analysis instruction.

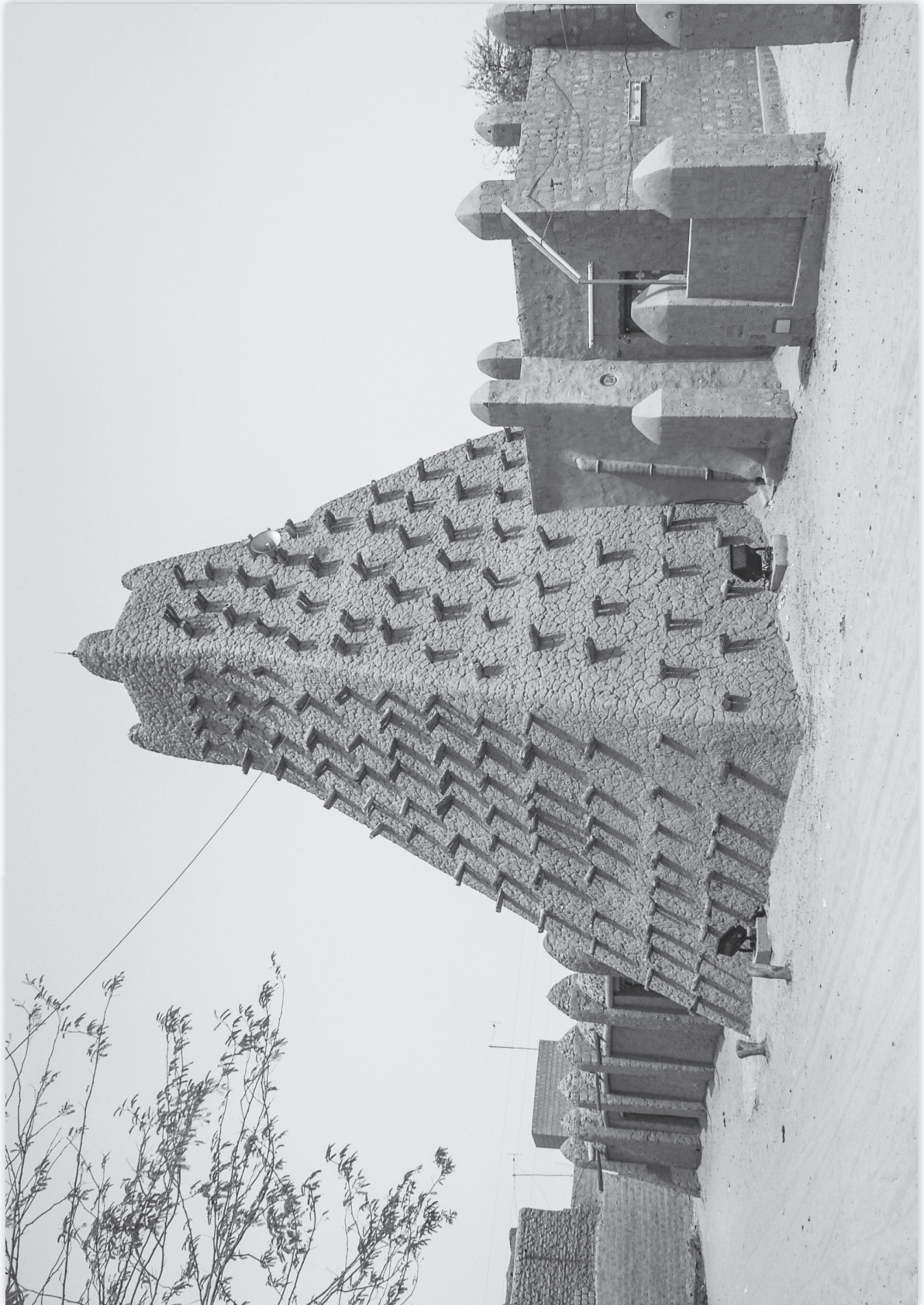
Activities from the Book

- **Map It! Activity**—Read aloud the prompt on page 28 of the book. Have students work in small groups to complete the activity.
- **Learn More! Activity**—Read aloud the prompt on page 32 of the book. Provide time for students to explore books and/or online resources about Ellen Johnson Sirleaf, and give them time to write their speeches.



Name: _____ Date: _____

Sankore Mosque and University



Name: _____

Date: _____

Vocabulary Bingo

Directions: Choose eight terms from the Word Bank to place in the bingo grid. Instead of writing the words, draw pictures to show their meanings in each space. Then, follow directions from your teacher to play the game.

Word Bank

| | | | |
|-----------------|-----------|-------------|-------------|
| colony | farmers | landlocked | subsistence |
| deforestation | grassland | preserve | tension |
| desertification | herders | rain forest | |

BINGO

FREE

Name: _____ Date: _____

Main Ideas

Directions: Complete this activity by identifying the main idea and one to two supporting details from the text that help answer each question.

What are the different landscapes in West Africa?

Main Idea: _____

Supporting Details: _____

What are the main industries in modern West Africa?

Main Idea: _____

Supporting Details: _____

What are the challenges of politics in West Africa today?

Main Idea: _____

Supporting Details: _____

Name: _____ Date: _____

Drawing Conclusions

Directions: Read each set of statements. For each set, write an appropriate concluding statement that summarizes it.

1. The Mali Empire became wealthy based on gold and salt.
The Mande developed the process of agriculture.
The Kingdom of Dahomey used women bodyguards and warriors.

Concluding Statement: _____



2. Modern Nigeria has a thriving film industry called Nollywood.
Small and large farmers in West Africa grow crops like cacao, peanuts, and palm oil.
Gold mining and oil production are an important part of West Africa's economy.

Concluding Statement: _____



3. Most of West Africa was once controlled by European countries, but all West Africa was independent by 1975.
There is sometimes tension between different ethnic groups.
Most governments in West Africa are republics with elected leaders, but the elections are not always fair.

Concluding Statement: _____



West Africa Quiz

Directions: Read each question. Fill in the bubble for the best answer.

- What is the oldest West African kingdom that historians know about?
 - Mali
 - Ghana
 - Songhai
 - Guinea-Bissau
- Which of these landforms is the driest in West Africa?
 - Sahara Desert
 - rain forests
 - savanna
 - Sahel
- What does the word *lineage* mean in this sentence?
People were picked to be on the council through lineage.
 - place in line
 - ability
 - family line
 - location
- What happens for about four months a year in the Niger Delta?
 - flooding
 - drought
 - fishing
 - contamination
- What was Kwame Nkrumah best known for?
 - innovations in farming
 - fighting a successful war against Britain
 - beginning the Nollywood industry
 - leading Ghana to independence without fighting
- Which of these are part of a strong infrastructure?
 - roads
 - bridges
 - ports
 - all the above

Name: _____ Date: _____

West African Stamp

Directions: Study the stamp, and answer the questions.



postage stamp from Guinea, 1962

1. Describe what is happening on the stamp.

2. How is a kora similar to instruments you know about?

3. Why were these words and images selected for this stamp?

Answer Key

West Africa

These answers are examples of how students may respond. Other student responses may also be accurate and acceptable.

Vocabulary Bingo (page 9)

Pictures should represent each vocabulary term selected by the students.

Main Ideas (page 10)

Main Idea: The landscape in West Africa varies, but the largest area is desert.

Supporting Details: There are areas of desert, grasslands, and rain forests in West Africa.

Main Idea: The main industries vary from farming and mining to tourism and film production.

Supporting Details: Gold, uranium, and oil are a big part of the economy in West Africa.

Main Idea: West African countries are still working toward free, peaceful, and fair elections since gaining their independence.

Supporting Details: Tension between different ethnic groups can cause conflict in politics.

Drawing Conclusions (page 11)

1. The history of West Africa includes many significant achievements and innovations.
2. The economy of West Africa today ranges from mining natural resources to farming and film production.
3. Politics in West Africa have evolved from colonial times to multi-ethnic republics.

Public Service Announcement (page 12)

Student answers should include information about the problems they chose, as well as a call to action, with specific suggestions for what individuals can do to become involved.

West Africa Quiz (page 13)

1. B
2. A
3. C
4. A
5. D
6. D

West African Stamp (page 14)

1. There is a man who is sitting down and playing a stringed instrument.
2. The kora has a round body, and a neck with strings. It looks like a guitar, banjo, sitar, or erhu.
3. The words describe where the stamp can be used and how much it costs. It also gives the name for the instrument. These words are informative. Maybe the man playing the kora is someone famous. Maybe the kora is an important instrument in this region.