

# GIANT TRAVELING MAPS

## AFRICA

### RESOURCE GUIDE



# TRUNK CONTENTS

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## PROPS

- [ ] Inflatable globe
- [ ] Electric air pump
- [ ] Menu holders (40)
- [ ] Blue nylon scale bar straps (4)
- [ ] Red nylon Equator strap
- [ ] Bingo chips
- [ ] Cones: 12 each, Red, Yellow, Green, Blue
- [ ] Plastic chains: 1 each, Red, Yellow, Green, Blue, Orange
- [ ] Knotted rope, Yellow
- [ ] Hoops (20)
- [ ] Poly spots—Small: 8 each, Yellow, Blue, Red, Green
- [ ] Poly spot—Large: Orange (1)
- [ ] Lanyards: 10 each, Red, Yellow, Green, Blue
- [ ] Straps (extra) with buckles for tying map for transit (2)
- [ ] Extra Quick Link (for replacement if lost/broken)

## CARDS

- [ ] A Legend-ary Exploration Cards (36)
- [ ] Country Cards (52)
- [ ] Cardinal Directions Cards (32)
- [ ] African Animal Safari Cards (32)
- [ ] Physical Features Cards (24)
- [ ] Map Keys (4)

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Welcome to

# AFRICA!

## AFRICA FACTS & FIGURES

Africa is the world's second largest continent, spanning from the Mediterranean Sea to the Cape of Good Hope. From space, Africa appears divided into three regions: the north, dominated by the Sahara, the largest hot desert in the world; a central green band of rain forests and tropical grasslands; and more dry land to the south. Africa may actually be dividing: The Great Rift Valley, running from the Red Sea through the volcanic Afar Triangle to the southern lake district, may split apart the continent.

Africa is made up of 54 independent countries. The largest populations are concentrated where soils are fertile—along the Nile River and in East Africa's Great Rift Valley—and in trading centers along the coasts. Much of the rest of the continent is sparsely populated.

**Population:**  
1,099,579,000

**Highest Point:**  
Mount Kilimanjaro,  
Tanzania:  
19,340 feet  
(5,895 m)

**Lowest Point:**  
Lake Assal, Djibouti:  
512 feet (156 m)  
below sea level

**Longest River:**  
Nile: 4,160 miles  
(6,695 km)

**Largest Lake:**  
Lake Victoria (Kenya,  
Tanzania, Uganda):  
26,800 square miles  
(69,500 square km)

**Source:** *NG Student World Atlas, 4th Edition*

# AFRICA

## ACTIVITIES OVERVIEW

Use this helpful overview to decide which activities to do with your students based on their grade/readiness level and the amount of time you have available.

### **ACTIVITY 1: Let's Explore Africa** **4**

**Grades K–2 • Time Needed: 30–45 minutes**

Explore the basic features of the African continent, including mountains, lakes, rivers, deserts, and other features, in three different sessions. Learn how to read basic map symbols.

### **ACTIVITY 2: How Big Is Africa?** **7**

**Grades 3–6 • Time Needed: 25 minutes**

Students develop a sense of scale by using their bodies and other tools to measure the length and width of Africa. They also compare the areas of familiar places, such as their home state, to the area of Africa.

### **ACTIVITY 3: Simon Says ... Explore!** **10**

**Grades K–8 • Time Needed: 15 minutes and up (activity can be tailored to grade level, size of group, and amount of time)**

Play this popular and fun game while exploring the geography of Africa. (Can be used as a pre-assessment or post-assessment tool.)

### **ACTIVITY 4: Cardinal Directions** **14**

**Grades 2–6 • Time Needed: 45 minutes**

Learn the cardinal directions and play a fun relay game! “Navigators” give directional clues to “Explorers” to help them find 32 locations provided on the cards. The winning team is the first to correctly mark each of its locations with a cone.

### **ACTIVITY 5: African Animal Safari** **18**

**Grades 3–5 • Time Needed: 30–45 minutes**

Place photo cards of African elephants, mountain gorillas, meerkats, and 29 other animals on their correct habitat in this fun game in which students discover interesting facts about mammals, reptiles, birds, and fish and the places they make their homes.

**ACTIVITY 6: Fun With African Physical Features** **20**

**Grades 4–8 • Time Needed: 30–45 minutes**

The world’s largest hot desert, longest river, and northernmost tropical sea await you! Using colorful and engaging photographs of 24 prominent physical features of the continent, students will compete in teams to place them on the map using clues provided on the cards.

**ACTIVITY 7: A Legend-ary Exploration: Africa’s Climate Regions** **22**

**Grades 4–8 • Time Needed: 45 minutes**

Explore the climate regions of Africa! Using a map legend, teams learn about map colors and symbols, and then send “Explorers” to tropical rain forests, deserts, urban areas, and savannas using clues on 36 cards.

**ACTIVITY 8: African Population** **25**

**Grades 4–8 • Time Needed: 45 minutes**

Using props, teams divide Africa into regions and place population chips in each country using data on the Country Cards. Teams compare the population patterns to maps showing climate and vegetation to gain a better sense of factors that influence human settlement patterns.

**Additional Activities** **29**

**Grades K–8**

There’s so much more you can do. We invite you to try some of these, or use the props and cards provided to create your own!

*Activities developed by Dan Beaupré, Michelle Leba, Marion Leonard, Patti O’Donohue, Andrew Pudvah, Paul Schoenike, and Julie Schondube*

## ACTIVITY 1

# LET'S EXPLORE AFRICA

**RECOMMENDED GRADES: K-2**



**TIME NEEDED: 30-45 MINUTES**

### Objectives

- Introduce students to the size, prominent physical features, and diversity of the African continent.
- Teach students how to use a map legend and understand its symbols.

### Materials

*(all included in the trunk)*

- Knotted yellow rope
- 48 cones
- 4 Map Keys

### Preparation

*15 minutes*

- Read over the activity and acquaint yourself with the locations on the map to which you will be bringing students.
- Choose the places and features you wish to emphasize. Add locations that relate to what the class is studying and your students' prior knowledge.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## DAY/SESSION 1

### Introduction

- Direct students to line up along the bottom border of the map so they are facing the continent of Africa from the south. Explain the following information to students:
  - This is one of the very largest maps of Africa.
  - Africa is a continent, not a country. (Help define the terms.) Africa is one continent made up of 54 countries.
  - This map was created by the National Geographic Society and it is touring the country, going from school to school. Thousands of students have walked and explored on this map, having a lot of fun. Now you will, too! Are you ready to go to Africa?

### Walk the Coast

- Take out the knotted yellow rope and have each student hold a knot. Take one end of the rope and step onto the map with students following, crossing the Indian Ocean and heading toward Cape Town. Point out the Cape of Good Hope (near Cape Town). Walk the coast (define this term for the students). As you walk, point out:
  - **Namibia:** Home to cheetahs, the fastest land animal on Earth
  - **Atlantic Ocean:** “Swim” in it, or dip your foot in and wave in the direction of North America.
  - **Gabon:** Point out how green the map is here. This is tropical Africa. There are large jungles here. The area is home to lowland gorillas.
  - **Morocco:** Desert country on the northern coast
  - **Algeria:** The largest country in Africa
  - **Egypt:** Home of the great pyramids and Cairo, the largest city in Africa
  - **Nile River:** The longest river in the world
  - **Kenya:** Home to the Maasai people
  - **Tanzania:** Home to zebras and the highest mountain in Africa, Mount Kilimanjaro. There is snow on it. Did you know that it could snow in Africa?
  - **Horn of Africa:** The easternmost mainland part of Africa, in the country of Somalia
  - **Madagascar:** Each student will let go of their rope and jump onto Madagascar and back again, one by one. Lemurs live here, and only here—88 different species (or types)!

### Explore the Land

- Hold hands and form a circle around the Sahara. Notice there are hardly any lakes or rivers. This is the largest hot desert in the world. The contiguous United States could fit inside this desert! Can you find another desert on the map?
- Have students stand side by side on both sides of the Nile River. Trace the Blue and White Nile. The Nile is the longest river in Africa.

## DAY/SESSION 2

- Review the Walk the Coast activity with students by playing a game of Simon Says. “Simon says stand in an ocean ... on a coast ... on the Nile River ... in a desert ... on an island ... on the Cape of Good Hope ... in Madagascar ... in a jungle ... on Mount Kilimanjaro ... on the Horn of Africa.”
- Divide the class so an even number of students are on each “Base Camp” (the colored circles in the corners of the map).

## LET'S EXPLORE AFRICA

- Use the map keys to introduce the symbol for town, and show students how to find one on the map. Have the students place a colored cone on a town and return to their Base Camp.
- Discuss: Where are the towns located? Are they in the desert? What are they near? [water: rivers, the coast, or lakes]. Students pick up the cones. Introduce the term "capital," and explain how to find one using the symbol found on the key.

### DAY/SESSION 3

- Begin with a review of terms and places visited yesterday.
- Ask students to find a lake or another river (not the Nile).
- Show students the shaded relief used to illustrate elevation for mountains and ask them to find some mountains on the map.
- Ask students to stand on a gray line. Introduce the idea that these lines are not seen from space like the deserts, water, and mountains. These are the border lines that divide countries.
- Ask students to:
  - stand so they are in two countries at once.
  - find a country on the coast.
  - find a country with a river for a border.
  - find a country that does not touch the coast (define "landlocked").
  - find a country that is an island.

#### **Which Way Is Africa Bigger?**

Is Africa bigger side to side (east to west), or up and down (north to south)?

- Have students guess, and count how many guess each answer. Then, have some of the students lie down feet to head and see how many students Africa is wide at its widest point. Have another group lie down feet to head and see how many students Africa is tall, so they are making a huge plus sign (+) on the map. Compare.

### NOTES

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## ACTIVITY 2

# HOW BIG IS AFRICA?

RECOMMENDED GRADES: 3–6



TIME NEEDED: 25 MINUTES

### Objectives

- Students will learn about the size of the African continent.
- Students will learn how big Africa is in relation to the United States and their home state.
- Students will discuss the concept of scale and apply it by measuring distances in Africa.

### Materials

*(all included in the trunk)*

- 4 blue nylon straps

### Preparation

*5 minutes*

- Read over the activity, and make adaptations for student grade level.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## INTRODUCTION

- Ask students this question: Is Africa taller than it is wide or wider than it is tall? Let's find out!
  - Select a few students to lie on their stomachs, head to toe, across Africa along its widest area (from the coast of Gambia in West Africa to the coast of Somalia on the East African "horn").
  - Select another group of students to do the same from the southernmost coast of South Africa to the northernmost coast in Tunisia. How many students "tall" is Africa? How many students "wide" is Africa? [It is usually about the same, depending on the height of the students chosen.]
  - To get an exact measure of these distances, have students use the blue nylon straps included in the trunk. Each strap equals 500 miles. Students should verify this by placing each strap on a scale bar found in each corner of the map. Assign some groups of students to measure the east/west distance and other small groups to measure the north/south distance. Multiple groups of students should do this and compare results. Compare the two distances. [They are similar.]

## HOW BIG IS AFRICA?

- See how close they come to the actual distances. [The east/west distance from the coast of Gambia to the coast of Somalia is 4,655 miles. The north/south distance from the coast of Tunisia to the tip of South Africa is 4,989 miles—only 334 miles difference.]
- Share these comparisons with the students:
  - Distance from New York City to Los Angeles, California, is 2,462 miles.
  - The total area of Africa is 11.6 million square miles.
  - The total area of the United States (including Alaska and Hawaii) is 3.7 million square miles. Africa is more than three times the size of the U.S. See the chart below to compare your home state's size with the continent of Africa and with its largest country, Algeria.

## OPTIONAL EXTENSION

### How Big Is the Sahara?

- Have all the students sit on the Sahara. This area is about equal in size to the lower 48 U.S. states. Notice how much more of Africa there is outside of the Sahara.

State	Number of times you could fit your state into Algeria:	Number of times you could fit your state into Africa:
Alabama	18	223
Alaska	1	18
Arizona	8	103
Arkansas	17	220
California	6	71
Colorado	9	112
Connecticut	166	2,110
Delaware	369	4,699
District of Columbia	13,523	171,175
Florida	14	178
Georgia	15	197
Hawaii	84	1,070
Idaho	11	140
Illinois	16	202
Indiana	25	321
Iowa	16	208
Kansas	11	142
Kentucky	22	289

## HOW BIG IS AFRICA?

State	Number of times you could fit your state into Algeria:	Number of times you could fit your state into Africa:
Louisiana	17	226
Maine	26	331
Maryland	74	943
Massachusetts	87	1,108
Michigan	9	121
Minnesota	10	134
Mississippi	19	242
Missouri	15	168
Montana	6	80
Nebraska	12	151
Nevada	8	106
New Hampshire	98	1,251
New Jersey	105	1,341
New Mexico	7	96
New York	17	214
North Carolina	17	217
North Dakota	13	165
Ohio	20	261
Oklahoma	13	167
Oregon	9	119
Pennsylvania	20	254
Rhode Island	595	7,571
South Carolina	29	365
South Dakota	12	151
Tennessee	22	278
Texas	3	44
Utah	11	138
Vermont	95	1,217
Virginia	21	273
Washington	13	164
West Virginia	38	483
Wisconsin	14	179
Wyoming	9	120

All data measurements are in square miles. Data on area of Algeria and Africa from *NG Student World Atlas, 4th Edition*; data on the area of U.S. states from United States Census Bureau, 2010 Census, [www.census.gov](http://www.census.gov).

## ACTIVITY 3

# SIMON SAYS ... EXPLORE!

RECOMMENDED GRADES: K-8



TIME NEEDED: 15 MINUTES

### Objectives

- Students will explore both the physical and human geography of Africa using the popular game “Simon Says.”
- Students will utilize movement and knowledge of cardinal directions to locate and identify major physical and political features in Africa.

### Materials

*(all included in the trunk)*

- Lanyards (red, yellow, green, blue)

### Preparation

*5 minutes*

- Read the activity introduction and locate the examples to show students.
- Read over the “Simon Says” statements and familiarize yourself with statements appropriate for student grade level.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## INTRODUCTION

- Students may need a general introduction or tour of the Africa map. This teacher-led activity can serve as an introduction or review of some of the major physical and political features that the Simon Says game will require students to visit during the game. Walk over the map and show (or have selected students locate and stand on) the following:

#### **Political Boundaries**

**Capital Cities**

**Nile River**

**Congo Basin**

**Gabon**

**South Africa**

#### **Coast**

**Sahara**

**Okavango Delta**

**Lake Victoria**

**Kenya**

**Madagascar**

#### **Cardinal Directions**

**Kalahari Desert**

**Atlas Mountains**

**Atlantic and Indian Oceans**

**Namibia**

**Egypt**

- Remember to note the colors on the map that represent political boundaries, elevation (or relief), and water. Have students face north on the map and then turn and face each of the other three cardinal directions (south, east, west) before starting the first game.

## INTRODUCTION

- Divide the class into four teams—red, yellow, green, and blue—and instruct each team to gather behind their “Base Camp” (the colored circles in the corners of the map). Make the teams as even as possible. Give each student a lanyard corresponding to the color of their team.
- Using “Simon Says” statements, direct students to visit various locations in Africa. If they move toward a location that did not begin with the direction “Simon Says,” or they choose an incorrect place, they will be out. When a student is out, he or she must walk off the map and sit on the border of the map near their team’s corner until the start of a new game.
- Mix up the game and control traffic with qualifiers like these:
  - Simon Says **everybody ...**
  - Simon Says **red team ...**
  - Simon Says **all girls ...**
  - Simon says **all boys ...**
- You may set a predetermined game length (five to ten minutes). The team with the most team members still on the map when time is up will be declared the winner of that game. Team members who were out of the game can return to the map for the start of a new game.
- The “Simon Says” statements are on pages 12 and 13. Page 12 features statements best for when the game begins and there are larger teams of students. Page 13 statements are best for the middle and end of the game when fewer students are left on the map.
- No running is allowed. Students who run, touch, or impede other students will be out.
- Allow students a few seconds to get to each location that “Simon Says” for them to visit. Assure students that each game will have a time limit of five to ten minutes to keep “out time” to a minimum.
- Remember to mix in statements without the prefix “Simon Says” to catch students who are not paying close attention.
- Feel free to create and use your own “Simon Says” statements.
- Review the rules, check a clock to set the time for the end of the game, and begin!

## **“SIMON SAYS” STATEMENTS FOR LARGE GROUPS**

“Simon Says” statements for the start of the game or with larger numbers of students:

► Simon Says ...

- Dive into and swim in the Atlantic Ocean.
- Crawl and search for water in the Sahara.
- Stand on the Atlantic coast of the continent.
- Climb any mountain range.
- Stand on a political boundary.
- Face east.
- Sit in a country that borders Chad.
- Swing your trunk like an African elephant.
- “Walk like an Egyptian” as you walk to Egypt.
- Hop up and down on a capital city.
- Walk as tall as a giraffe to Kenya.
- Leap like a lemur to Madagascar.
- Swim to Cape Town, South Africa.
- Stand in a landlocked country.
- Fly your plane from the northernmost to southernmost points of Africa.
- Walk west to east across Africa.
- Stand in a country that starts with the letter A. [Algeria, Angola]
- Click your claws like a crab among the mangroves on the coast.
- Stand on one leg like a flamingo on the coast of South Africa.
- Form a circle around Madagascar.

## "SIMON SAYS" STATEMENTS FOR SMALL GROUPS

"Simon Says" statements for the end of the game or with smaller numbers of students:

► Simon Says ...

- Yawn like a hippo in waters near Lake Victoria.
- Go to Gabon and pound your chest like a Western lowland gorilla.
- Face north in South Africa.
- Stand in a country that starts with the letter *N*. [Namibia, Niger, Nigeria]
- Tiptoe to Tanzania.
- Swim in the Nile River and snap like a Nile crocodile.
- Roar like a lion in the Kalahari Desert.
- Put a toe on any tributary of the Nile River.
- Do your best chimpanzee impression in Cameroon.
- Lie down entirely within the political boundary of any country.
- Hiss like a Madagascar hissing cockroach in Madagascar.
- Stand on a river in Sudan.
- Stand with each foot in a different country.
- Lie down across at least four countries.
- Go to Ethiopia and face west.
- Stand atop a mountain at least 2,000 feet above sea level.
- Swim north along the eastern shore of the continent.
- Stretch your legs like a cheetah in Namibia.
- Stand in the largest country in Africa by area. [Algeria]
- Stand on a capital city on the coast.

## ACTIVITY 4

# CARDINAL DIRECTIONS

RECOMMENDED GRADES: 2–6



TIME NEEDED: 45 MINUTES

### Objectives

- Students will utilize cardinal directions to find locations on the map.

### Materials

*(all included in the trunk)*

- Colored cones
- Large Hoops
- Map Keys
- 32 Cardinal Directions Cards

### Preparation

15 minutes

- Use the key provided on pages 16 and 17 to place large hoops on the map so that specific locations may be found within the hoops. The color of the hoops is not relevant to the game.
- On the circle at each Base Camp, stack game cones of the corresponding color, one cone per player.
- Stack each team's Cardinal Directions Cards—one per player—facedown next to the Base Camps.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## INTRODUCTION

- Introduce/review cardinal directions. These are the four principal directions on a compass rose. They are north, south, east, and west. Give each team a key and help them to orient it to the map (north facing toward the North Pole). Have students use latitude and longitude as their guides for directions.
- Have the whole class spread out on the map. Lead them in taking two steps north, then two steps south, east, or west as you command and lead.



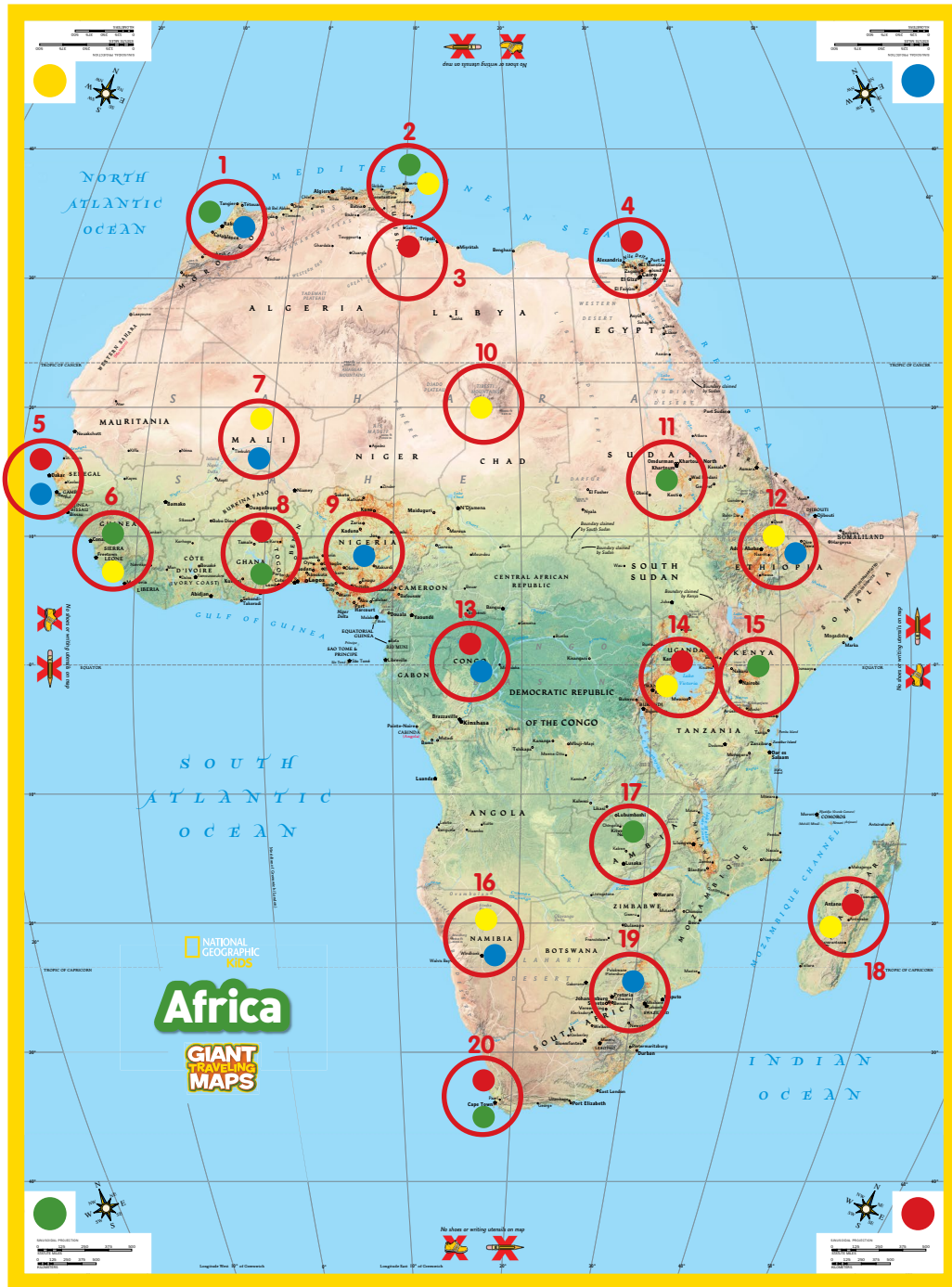
- Divide the class into four teams—red, yellow, green, and blue—and instruct each team to line up along the yellow border behind their “Base Camp” (the colored circles in the corners of the map). As the game is a relay race, each team should have the same number of players. If a team is short a player, one player on that team will play twice.

## PLAYING THE GAME

- Instruct the first player in line at each Base Camp to stand on his or her colored circle and take one cone from the stack. When a player is here or on the map, he/she is the “Explorer.”
- Instruct the next player in line at each Base Camp to stand on his or her scale bar. The player on the bar is the “Navigator.”
- When the game begins, each Base Camp’s Navigator must draw one Cardinal Directions Card. On each card is the name of a place in Africa, as well as a mini-map indicating its location. The Navigator may not show the card to the Explorer. Using only cardinal directions and the team color, the Navigator must guide the Explorer to the location indicated on the card. The Explorer may only take one step per instruction. For example, Yellow Team draws “Cairo.” The Navigator calls out, “Yellow, north.” The Explorer takes one step north. The Navigator calls “Yellow, east,” and the Explorer takes one step east.
- The Navigator continues to direct the Explorer one step at a time until he or she steps inside the hoop containing Cairo. The Navigator then confirms that he has successfully directed the Explorer by calling out, “Have you reached Cairo?” The Explorer examines the area within the hoop, locates Cairo, and responds, “Yes, I have reached Cairo!” The Explorer places his or her cone within the hoop and returns to Base Camp.
- When the Explorer returns to Base Camp, he or she tags the Navigator and rejoins his or her teammates at the end of the line on the yellow border. When tagged, the Navigator steps onto the team’s circle and becomes the Explorer. The next team member in line on the yellow border steps forward to become the Navigator.
- Explorers may not touch each other while on the map, nor may they step on or in any hoop other than the one in which the target location is found. Explorers who touch each other, or mistakenly step on or in a hoop other than the one in which the target location is found must return to their Base Camp and begin again. Alert students that some hoops indicated on their cards may also contain cones from other teams. The teacher referees the activity on the map.
- Each player has an opportunity to be a Navigator and an Explorer. The winning team is the first to correctly mark each of its locations with a cone and return to Base Camp.
- Please Note: This game may be a little more difficult for Yellow Team and Blue Team as their Base Camps are at the north end of the map. It may help to advise Explorers on these teams to face north before they begin taking steps, so that their orientation—north is forward, south is backward—is the same as that of Green Team and Red Team.

## CARDINAL DIRECTIONS TEACHER KEY

- Place hoops on the map in the locations indicated. The colored dots within the hoops represent the correct placement of cones by students if all game cards are used.



**CARDINAL DIRECTIONS TEACHER KEY**

This chart indicates the locations within the hoops as indicated on the game cards, and cone placements at the end of the game (if all game cards were distributed). If each team has fewer than eight players, you may need to confirm the teams' cone placements against the cards you distributed.

Hoop #	Location	Cones placed by teams (if all cards are distributed)
1	Casablanca	Green, Blue
2	Tunis	Yellow, Green
3	Tripoli	Red
4	Cairo	Red
5	Dakar	Red, Blue
6	Sierra Leone	Yellow, Green
7	Timbuktu, Mali	Yellow, Blue
8	Ghana, Togo	Red, Green
9	Nigeria	Blue
10	Tibesti Mountains	Yellow
11	Khartoum	Green
12	Addis Ababa, Ethiopia	Yellow, Blue
13	Congo	Red, Blue
14	Lake Victoria, Uganda	Red, Yellow
15	Nairobi	Green
16	Namibia	Yellow, Blue
17	Zambia	Green
18	Madagascar	Red, Yellow
19	Johannesburg	Blue
20	Cape Town	Red, Green

**NOTES**

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## ACTIVITY 5

# AFRICAN ANIMAL SAFARI

**RECOMMENDED GRADES: 3–5**



**TIME NEEDED: 30–45 MINUTES**

### Objectives

- Students will learn about several animals that live in Africa.
- Students will connect the animals to one of the countries in which they live.

### Materials

*(all included in the trunk)*

- Small poly spots (8 yellow, 8 blue, 8 red, 8 green)
- 32 menu holders
- 32 African Animal Safari Cards

### Preparation

*10 minutes*

- Place the 32 colored poly spots on the country locations given on the cards. Spot color should correspond with card color.
- Place a menu holder on each poly spot.
- Review the picture cards to be acquainted with the animals and their habitats.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## PLAYING THE GAME

- Divide the class into four groups—red, yellow, green, and blue—and instruct each group to line up next to their “Base Camp” (the colored circles in the corners of the map). Make the teams as even as possible, with six to eight students in each.
- Make sure the African Animal Safari Cards are counted out eight for each group. Place them (picture up) in a stack at the Base Camps.
- Tell students they are competing with the other teams to accurately place their cards on the poly spots in specific countries. Their first clue is the color of each card, which corresponds to the color of the poly spots on the map. The second clue is the name of the country where that animal lives. When you tell students to begin, one or two students from each group will pick up the first card and go onto the map and try to discover its correct location within a country. When they decide on a

location they place the card in the menu holder on the poly spot and then return to their Base Camp line. At this point, the next student or students proceed with the next card. This will continue until all teams have finished their eight cards.

- There can be more than one card placed in each menu holder, but only one will be correct (to be revealed later).
- Students who run, touch, impede other students, or knock over a menu holder will have to leave the map, return the card to the bottom of their pile, get back in line, and wait for another turn.
- When all the groups have finished, ask individual students to sit by each animal and read its description out loud to the class. If pressed for time, choose to read the descriptions yourself. If there is more than one card in a menu holder, move the incorrect animal to the correct location and then read its description to the class.
- Give students time to explore the map with all the animals present before collecting the picture cards and menu holders.

**NOTES**

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## ACTIVITY 6

# FUN WITH AFRICAN PHYSICAL FEATURES

**RECOMMENDED GRADES: 4–8**



**TIME NEEDED: 30–45 MINUTES**

### Objectives

- Student teams will identify and describe important physical features found on the African continent.

### Materials

*(all included in the trunk)*

- Small poly spots (6 blue, 6 red, 6 yellow, 6 green)
- 24 menu holders
- 24 Physical Features Cards, 6 for each team
- Lanyards (red, yellow, green, blue)

### Preparation

*10 minutes*

- Place the 24 colored poly spots on the specific map locations given on the cards.
- Place each team's color-coded picture cards at the corresponding Base Camps.
- Place six menu holders on each Base Camp.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## PLAYING THE GAME

- Divide the class into four teams—red, yellow, green, and blue—and instruct each team to line up behind their base camp. Make the teams as even as possible. Give each student a lanyard corresponding to the color of his or her team.
- Explain to students that each card has a picture of a prominent African physical feature. On the back of each picture card they will find a short description of the physical feature containing clues to its location.
- When told to start, two students per team will pick up a card and a menu holder. Each pair will read their card's description and then go onto the map, using the information to help find the location of their physical feature. Only two students from each team will be on the map at a time. When they think they have the correct location, they will place their card in the menu holder and leave it on the spot they have chosen. When those students return to the line, the next two students from that team can then proceed with the next card and menu holder. Play will continue until all four teams place all their cards on the map. Tell students that some features are not labeled on the map.

- Students who run on the map or knock over another team’s card will have to leave the map and will not be able to place that card or earn that point for their team. That card gets placed at the bottom of the team’s pile until a later turn.
- Teams are awarded four points for finishing first, three points for finishing second, two points for finishing third, and one point for finishing fourth. However, speed is not the only factor for determining a team’s final score. They are also awarded one point for each correct location.
- When all teams are finished, instruct students to sit along the outside border of the map for a scoring and review session. Starting with the fourth-place team, ask six students from that team to go onto the map and sit next to one of their physical features. Ask each student to read aloud the short description of the physical feature. If the location is correct, award a point for that team. If the location is incorrect, place the card on the correct location before continuing.
- Tally the points for speed and correct placement and announce the winner.

**OPTIONS AND EXTENSIONS**

- Create batches of cards of different colors to best fit the grade/ability level of the student group.
- Have students roam and look at the physical features for the other three groups before the scoring session.
- Collect and redistribute the cards for another round to assess what the students learned.

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## ACTIVITY 7

# A LEGEND-ARY EXPLORATION: AFRICA'S CLIMATE REGIONS

RECOMMENDED GRADES: 4–8



TIME NEEDED: 45 MINUTES

### Objectives

- Students will examine the primary climate regions of Africa.
- Students will utilize a map legend/key to identify colors and symbols on the map.

### Materials

*(all included in the trunk)*

- 4 Map Keys
- 36 Legend-ary Exploration Cards
- Menu holders

### Preparation

*20 minutes*

- Read over the activity and Map Key.
- Review cards and teacher photo key on page 24.
- Place all nine cards of each color in menu holders.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## INTRODUCTION

- Divide the class into four evenly numbered teams—red, yellow, green, blue—and direct the teams to meet around their “Base Camps” (the colored circles in the corners of the map).
- Without assistance, ask one student (an “Explorer”) from each team to stand on a tropical rain forest. Then direct the next Explorer to stand on a desert. Have a third Explorer from each team stand on an urban area (city). Finally, have a fourth Explorer stand on a savanna. Encourage teammates to help their Explorers by shouting ideas from the Base Camp.
- Direct the rest of the students to observe where their teammates are standing. If necessary, have all the Explorers sit down, then ask all Explorers on rain forests to stand up then sit down, then the Explorers on deserts to stand up, etc.
- Direct all the Explorers to return to their Base Camp. Repeat the same process with four new Explorers. Again, encourage teammates to help their Explorers by shouting ideas from the Base Camp.



- All Explorers return to their Base Camps.
- Pose these questions to the class: The places we just tried to find are known as regions. How do we know how to find these types of places on a map? What guides us? Are there ways to do this to make it easy? (Discuss colors, symbols, and numbers they see on the map and what they might mean, soliciting guesses from the students.)
- Take out the map key and explain that this is a key to understanding how to read a map. With a map key, what they just tried to do will be much easier.

### USING THE LEGEND

- Give each team a map key and have them read it and discuss its use. Be sure they know how to use it to understand the places on the map.
- Distribute each team's set of nine color-coded Legendary Exploration Cards (in metal holders). Tell each team that each of their photos represents one of the following areas: tropical rain forest, desert, urban area, or savanna. If necessary, help them by discussing characteristics and clues in the photos.
- Direct each team to now place all their photos on the map in places that they correctly represent. After all the photos are placed, the students return to their Base Camp.
- Stand on the Sahara and ask one Explorer from each team who placed a photo there to come join you. Hold up the photos one by one and discuss the subject and other content of the photos. Refer to the language in the map key. Finally, ask the Explorers if there are other deserts on the map where photos have been placed or could be placed.
- With a new set of four Explorers, repeat the process for tropical rain forests by standing in central Africa along the Congo River. (Also see if there are any photos placed in West Africa rain forests or on the island of Madagascar.)
- Repeat this process for urban areas. Address any clues in the photos that may help determine where the urban area is located. Distinguish between the symbols for cities and towns.
- Repeat the process for savannas. (This will be the most difficult one.) If necessary, help the students by telling them that savannas are located above and below the rain forest belt. Savannas are the most varied climate region in Africa. Use the language on the map key to help them understand this.

### CLOSING

- Take all photos off the map and ask all students to simultaneously stand on a desert. Repeat for tropical rain forests, urban areas, and savannas.

## A LEGEND-ARY EXPLORATION: AFRICA'S CLIMATE REGIONS

Each of the photographs has a number on the lower left corner. Below is more information about each photo.

**T = Tropical rain forest**

**D = Desert**

**U = Urban area**

**S = Savanna**

1. D The wind sculpts the dunes of the Sahara in the Erg Bourarhet. Algeria.
2. D The pyramids dominate the scene at sunset as Bedouin travel by camel. Giza, Egypt.
3. T Once wary elephants, protected here since 1991, are increasingly trusting of humans. Outside Bomassa, Republic of the Congo.
4. T A close view of a snake moving through foliage. Loango National Park, Gabon.
5. T A mustached monkey (*Cercopithecus cephus*) with fruit in its mouth. Republic of the Congo.
6. U The walls of the ksar of Maadid are covered with carpets in anticipation of a visit by Morocco's minister of culture. Maadid, Morocco.
7. S A portrait of a female African lion (*Panthera leo*) standing in tall grass at twilight. Africa.
8. S Wildebeest running over grasslands. Zambezi River area.
9. S A cheetah (*Acinonyx jubatus*) cools off in a grassy swamp. Namibia, Africa.
10. S A group of wildebeests running in the dusk. Zambezi River area, Zambia.
11. S A lioness (*Panthera leo*) resting in a crotch of a tree. Zambezi River area.
12. D An aerial view of Niger's desert sand dunes. Southwest of Fachi, Niger.
13. D A Tuareg camel caravan carrying flat salt slabs arrives from the Taoudenni saltworks in the Sahara. Timbuktu, Mali.
14. U Night view of Cairo, Egypt.
15. U Friday worshippers at the mosque. Kano, Nigeria.
16. T A forest buffalo (*Syncerus caffer nanus*) wading in a stream. Republic of the Congo.
17. T A gorilla walking past a gnarled tree. Odzala National Park, Republic of the Congo.
18. S A giraffe stands in the early morning mist. Ndumu Game Reserve, South Africa.
19. D "Arbre du Ténéré," or Tenere Tree, a natural phenomenon seeming to grow without water and by itself in the desert. Niger.
20. U Chechaouene street scene. Chechaouene, Morocco.
21. U A pagan village on the Jos Plateau. Richi, Nigeria.
22. T A chimpanzee and her baby perched in a tree. Goulougo Triangle, Republic of the Congo.
23. T A monkey perched on a tree branch. Republic of the Congo.
24. T Aerial view of mist covering the canopy. Odzala Forest, Republic of the Congo.
25. S Geladas rest on a tree trunk while others forage below. Simen Mountains National Park, Ethiopia.
26. S A hippopotamus showing territorial display of mouth-opening, seen mostly during the dry season when mating occurs. Zambezi River area.
27. S Portrait of a Cape buffalo. Serengeti National Park, Serengeti Plain, Tanzania.
28. D A lion pushes on through a gritty wind. Nossob Riverbed, Kalaharai Gemsbok National Park, South Africa.
29. D Camels silhouetted against an orange sky. Timbuktu, Mali.
30. U The heart of Harare, Zimbabwe, reflects the end of trade sanctions.
31. U Moulay Idris, Morocco.
32. T Close view of a Nile monitor (*Varanus niloticus*) crawling through the undergrowth. Odzala National Park, Republic of the Congo.
33. T Elevated view of a canoe crossing a river. Republic of the Congo.
34. T A bongo antelope (*Tragelaphus eurycerus*) being irritated by insects. Odzala National Park, Republic of the Congo.
35. S A zebra in a large herd vocalizes directly at the camera. Moremi Game Reserve, Botswana.
36. S A rhinoceros wading through a flood plain. Zambezi River, Zambia.

## ACTIVITY 8

# AFRICAN POPULATION

**RECOMMENDED GRADES: 4–8**



**TIME NEEDED: 45 MINUTES**

### Objectives

- Students will explore the five major regions of Africa, the population distribution patterns (human settlement) within these areas, and how physical features influence these human settlement patterns.

### Materials

*(all included in the trunk)*

- Laminated climate and vegetation maps
- Bingo chips
- Country Cards
- 5 plastic chains
- Orange poly spot

### Preparation

*15 minutes*

- Read over the activity and acquaint yourself with the locations you will be bringing students to on the map.

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## INTRODUCTION

- Assign students to “Base Camps” (the four colored circles in the corners of the map). For this activity you will need a fifth team as well. Use the orange-colored poly spot disk found in the trunk and put it on the map for the fifth team to use as its Base Camp.
- Review the concept of region with students. A region is a place or area that shares common characteristics. Regions can be based on any criteria, such as culture, economy, physical characteristics, political identity, or religion.
- To the side of the map, have students divide themselves into “regions” based on criteria that you choose. Some possible ways students could divide into regions could be by eye color, hair color, shoe type, shirt color, etc.
- Explain to students that each team will be responsible for a specific region of Africa. For the purposes of this activity they will be using the population regions as designated by the Population Reference Bureau.

## AFRICAN POPULATION

- Assign teams to regions as follows:
  - Red Team: Western Africa
  - Green Team: Northern Africa
  - Yellow Team: Middle Africa
  - Blue Team: Eastern Africa
  - Orange Team: Southern Africa
- Give each team a plastic chain matching the team's color and show them the map of Africa's regions on page 28. Explain that they are to take the chain and roughly outline the borders of their designated region.
- After students have placed their chains around their regions, tell them they are responsible for determining the population of their region. Give each team a set of the color-coded Country Cards and bingo chips. Explain that one chip will equal one million people. For example, if the card for Algeria indicates that the population of Algeria is 38.3 million, they will find Algeria on the map, place the card on the country, and place 38 chips on the country to represent the population. You may want to limit the number of team members on the map at a given time. Other team members may assist in locating countries from the map's border, and may count chips.
- After each team has placed all the cards and chips on the map, direct them to sit in their region on the map. Have them discuss the following:
  - Where do people live? Why?
  - Where do people not live? Why?
- Deepen this discussion by directing them to look at both the Giant Map of Africa and the laminated copies of climate and vegetation maps to see how the geography of their region has influenced population patterns.
- Introduce (or review) the following terms:
  - **Biome:** A community of plants and animals that have adapted to the specific conditions in that area. Examples include deserts, rain forests, and savannas.
  - **Climate:** Weather patterns that an area or region experiences over a long period of time.
  - **Landforms:** Features found on the Earth. Examples include mountains, rivers, plateaus, valleys, plains, etc.
  - **Vegetation:** The plants in an area.

- Have students discuss why people live where they do in Africa, and choose one student to report back to the class. Possible answers may include:

Factors that influence population density and distribution	Places people tend to live	Places people tend not to live
Topography, landforms	Areas with flat land	Places that are too hot (deserts)
Soils	Near the coast, other bodies of water	Mountainous areas
Vegetation	Areas where food can be produced	Areas without access to water
Climate		
Resources		

### TEACHER REFERENCE INFORMATION

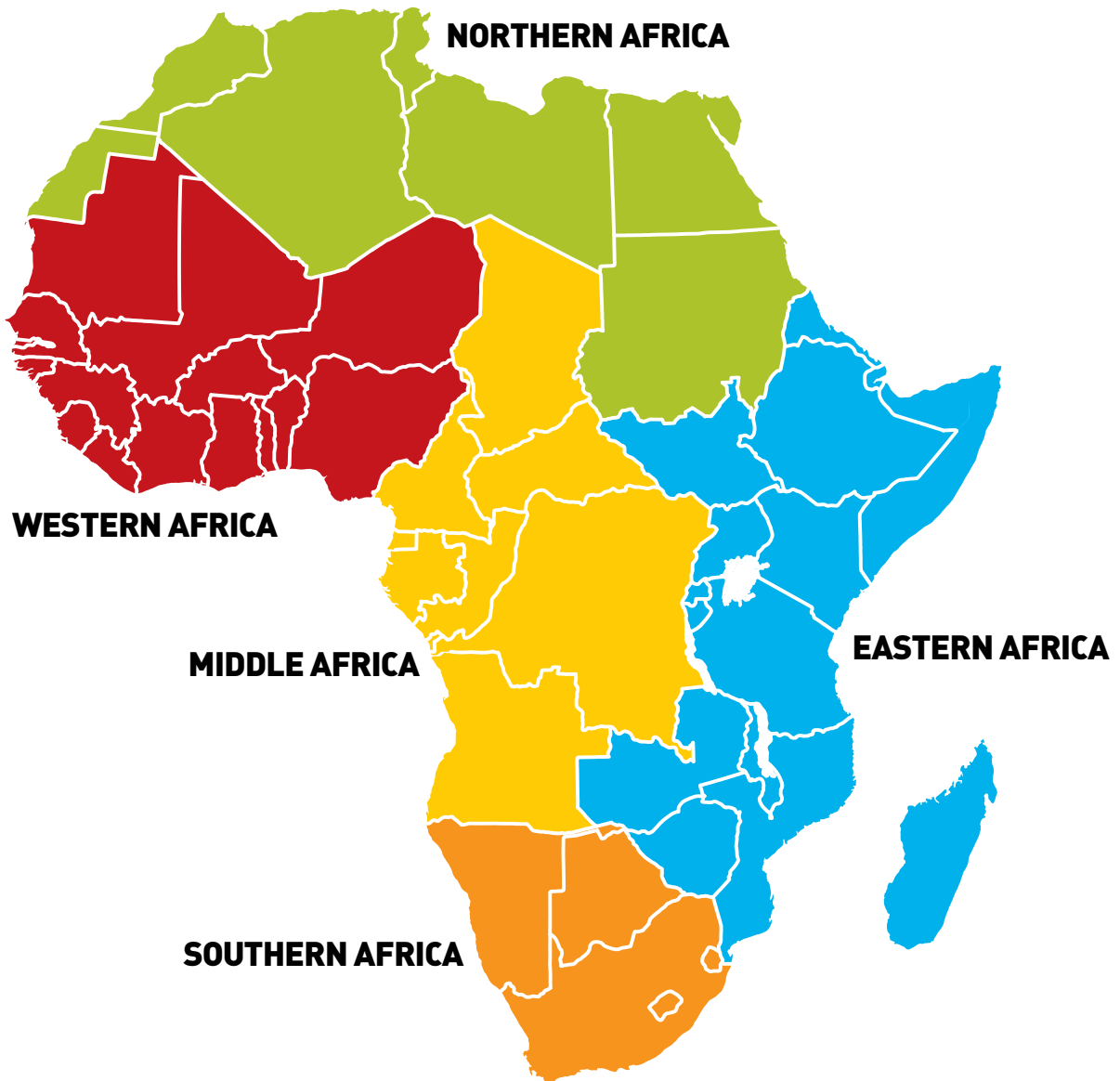
Use this information either to help groups as they use the climate and vegetation maps or to facilitate discussion afterward.

- **Northern Africa** (Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara)
  - The majority of this region (over 90 percent) is desert with an arid or semiarid climate, with the Sahara dominating the region. Some areas of the region can support large populations. These include the Nile River Valley and Delta (Egypt and Sudan), the valleys of the Atlas mountains (Morocco, northern Algeria, and northern Tunisia), and the Mediterranean coast. These areas are inhabited because they include a water source for drinking and irrigation, fertile soils, and a climate that supports the growth of food crops.
- **Western Africa** (Benin, Burkina Faso, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone, Togo)
  - The country with the highest population in all of Africa is in this region—Nigeria, home to more than 173 million people. Nigeria contains many areas with moderate climates and soil suitable for agriculture. Additionally, Nigeria has good sea ports (unlike most of Africa) and a large amount of oil and gas. The largest countries of this region (by area) are Mauritania, Mali, and Niger. They have low populations because they are mainly located in the Sahara region.
- **Eastern Africa** (Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mozambique, Rwanda, Somalia, South Sudan, Tanzania, Uganda, Zambia, Zimbabwe)
  - Both Ethiopia and Kenya have highlands with mild temperatures and plenty of rain that allow a large population to live in this area. Population is also concentrated around Lake Victoria, the largest lake in Africa, which supports populations in Kenya, Tanzania, and Uganda.

## AFRICAN POPULATION

- **Middle Africa** (Angola, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, Sao Tome and Principe)
  - The country with the highest population in this region is the Democratic Republic of the Congo. This is due to the fact that the Congo River System (also called the Zaire River) provides extensive food, water, and transportation for the area.
- **Southern Africa** (Botswana, Lesotho, Namibia, South Africa, Swaziland)
  - The country with the highest population in this region is South Africa, where there is a coastal plain that receives a moderate amount of rain, enabling agriculture.

## AFRICA'S POPULATION REGIONS



Source: Population Reference Bureau

## ADDITIONAL ACTIVITIES

### Rules



Shoes are not allowed on the map. Please have students remove shoes before walking on the map.



No writing utensils on the map.

## ADDITIONAL ACTIVITIES

Below are suggestions for additional activities on the National Geographic Giant Traveling Map of Africa. Improvise as needed to make the activities appropriate for grade level.

### ► **Trunk Resources**

Use the props and other resources found in the map trunk to supplement your Giant Map experience and classroom studies. Many of the resources in the trunk can enhance the activities and help you adapt them to various grade levels.

### ► **Geo-Gym!**

Collaborate with a physical education teacher to create fun games on the map that combine exercise with geography! Use school Nerf balls, hoops, and flag football equipment to invent your own games! Remember: No shoes on the map, and running on the map is not permitted.

### ► **Music!**

Invite a music teacher to lead an activity on the map using the sounds and instruments of Africa.

### ► **Hemisphere Jumping!**

Place the red nylon strap on top of the Equator. Students line up along the Equator, facing north, with their toes just south of the red tape. Direct students to jump over the tape. They all have now jumped into the Northern Hemisphere! Now, have them turn around and jump back over the Equator. They have now jumped into the Southern Hemisphere! Do this enough and they will get warm, just like at the real Equator!

### ► **Ocean, Coast, Boundary, and Landlocked**

- Direct students to stand in the ocean and jump onto the land. The edge of the land is called the coast.
- Show the lines drawn on the map; they form countries. Some lines are straight, some crooked. Using your hand, trace the boundary lines for one country. Direct students to trace the boundary of the country they are standing on.
- Direct students to stand in a country that does not touch the ocean. These countries are landlocked. Ask the students to find ten of these countries. Are there any more? How many can they find?

### ► **Find It Fast**

Divide the class into four teams, each at a "Base Camp" (the colored circles in the corners of the map). Students stand along one side of the map on the scale bar near their Base Camp.

## ADDITIONAL ACTIVITIES

The teacher shuffles the Country Cards. From the center of the map, the teacher directs the first player in line for the starting team to find the country named on the first card within a specific amount of time (10 to 30 seconds depending upon the skill level of the students). For instance, "Blue Team go to Mali." The first player must proceed to Mali within the time limit, and remain there as gameplay continues. If the player does not find the country before time expires, he or she is "eliminated" and must return to camp and sit at the end of the line. Turns rotate clockwise from team to team. Players who correctly located their previous country and remain on the map continue to play for their team until eliminated. The last team to have players remaining is the winner.

- Hint: Tell students to watch other players and try to remember country locations, as you may shuffle and reuse the cards.
- Remember: Running is not allowed on the map.
- Related suggestions:
  - This game may also be adapted by reducing the number of teams.
  - Teacher may also choose to only include cards for countries the class has been studying.
  - Play several rounds, allowing less time in each.
  - If a player survives three rounds, the teacher may request that he be replaced by another player on the team. The player being replaced is not "eliminated" and does not sit down.
  - Instead of sitting when eliminated, use flag football belts and flags. Remove a flag when a player fails to find a country within the time limit. A team plays until all its players are out of flags.

### ► Team Quiz

Distribute handouts to students one day in advance with readings that cover facts about numerous countries in Africa. Create multiple-choice quiz questions based on the readings in which the answers are all countries in Africa. Divide the class into four teams, each at a Base Camp, and give each player a cone of his or her color. Students line up behind their circle. One player per team stands in the colored circle. Turns rotate clockwise. Pose quiz questions to players and ask them to place a cone on the country that best answers each question. If the player answers correctly, the cone remains in play. If he answers incorrectly he must return with his cone to the end of his team's line. The first team to place all of their cones wins.

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# DISCOVER WHAT TEACHERS ARE SAYING ABOUT THE NATIONAL GEOGRAPHIC GIANT TRAVELING MAPS!

“Wow” and “awesome” are the two most heard adjectives from students and teachers.

—North Carolina Teacher

“The Giant Map of Africa is a wonderful way for students to get a hands-on experience learning about Africa, directions, and landforms. Plus the numerous activities that one can do with the map make it enjoyable and fun for the students and the teacher. The most valuable thing about the map is that **it has everything you need**—lesson plans, materials, and the map itself.”

—Minnesota Teacher

[The map] was the **best social studies activity** I have seen in my 33 years of teaching.

—Wisconsin Teacher

“**Best curriculum** and resource kit yet!”

—Illinois Teacher

What an excellent “hands- and feet-on” learning opportunity. The map really brought geography alive and **made it fun for everyone!**

—Kentucky Teacher

**Geography comes to life** when kids walk on one of these maps. **They never look at a map the same way again.**

—North Carolina Teacher

“Allowing students to explore North America on foot was a **highlight of our year!** Thank you for providing such a useful means of learning geography!”

—California Teacher

As our principal said at the assembly, “**Some learning is bigger than a book, bigger than a whole library!**”

—New Jersey Teacher

“This fun, hands-on experience **enhanced students’ learning** and allowed them to reinforce and apply geographic skills learned in the classroom to the giant map.”

—Virginia Teacher

Kids have **big imaginations.** They learn so much from the Giant Traveling Maps.

—Pennsylvania Teacher

# GIANT TRAVELING MAPS

## THE POSSIBILITIES FOR LEARNING ARE ENDLESS!

- The brightly colored, smooth vinyl surfaces of the maps accurately illustrate and identify geographical features, including countries, cities, bodies of water, mountains, and other prominent physical features.
- Using game props, stunning photos, and data cards, students go on safaris, scavenger hunts, and play other collaborative and competitive games.
- Grades K–8 students gain knowledge of country locations, capital cities, population centers, and physical features, and learn about wildlife, economics, and human cultures.
- Accompanying each map is a set of laminated, ready-to-use activities, decks of photo and data cards, props, and other educational materials.
- Maps of **North America, South America, Africa, Asia, Europe**, and the **Pacific Ocean** are available for rent.

[nationalgeographic.com/giantmaps](https://nationalgeographic.com/giantmaps)