

Passport to  
**World  
Communities**



**Unit 2**

# Zambia



National Flag

Population: 15 Million  
Ethnic Groups: 99.5% African  
0.5% Other







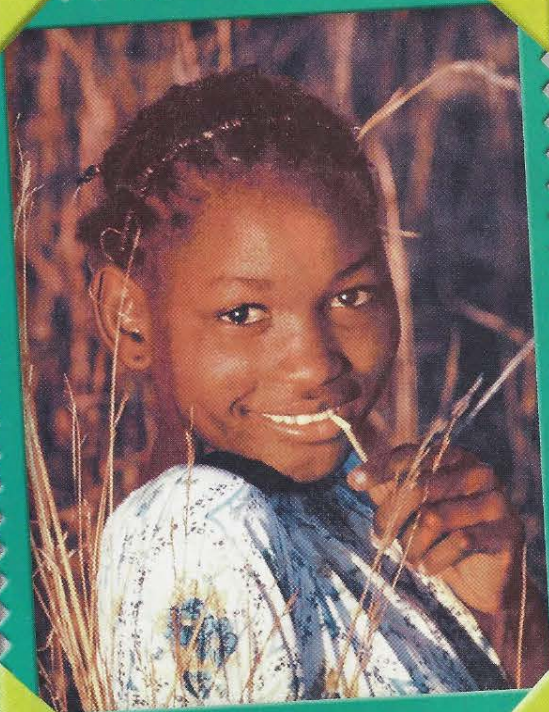
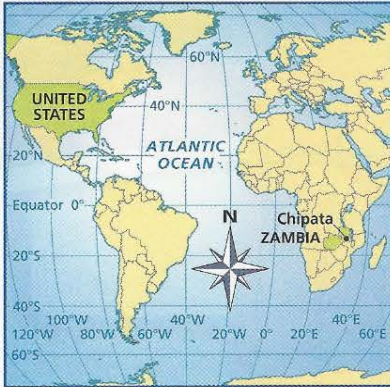
# Welcome to Zambia!

My name is Teleza. I live in a rural area of eastern Zambia. Most people here are farmers. I go to the community school in the nearby city of Chipata. In the first years of school, I studied the language of my people. Now I learn English, which is the official language of my country. I also learn math, science, and social studies.

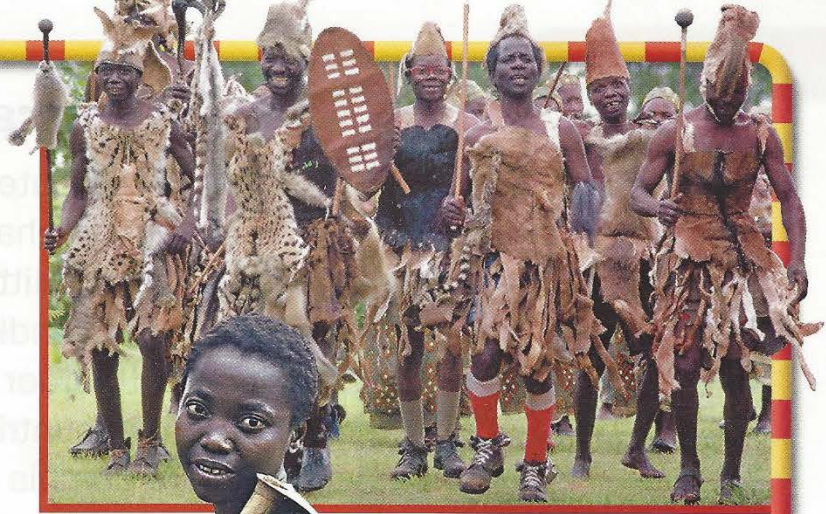
After school, I play soccer with my friends. I also help with chores at home. I have a big family, so I must help take care of my younger brothers and sisters.

Many people in Zambia follow traditional beliefs. Long ago my people were warriors. Some of our dances, songs, and celebrations honor the past. Each year in February we have a special ceremony called N'cwala. We give thanks for a good harvest. Dancers dress in animal skins and carry special wooden sticks. We honor our king by giving him the first fruits and vegetables of our harvest.

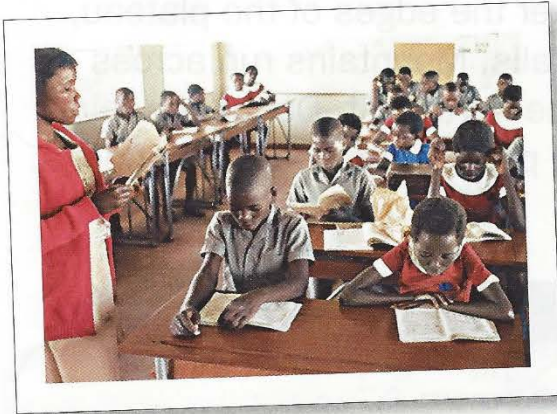
► Teleza lives in a rural area of eastern Zambia.







► Only about half as many girls as boys attend school. Students sometimes sit on floor mats and share books.



► The Ngoni dancers perform at special events.

► Many women in rural Africa care for their young children while they do their daily work.

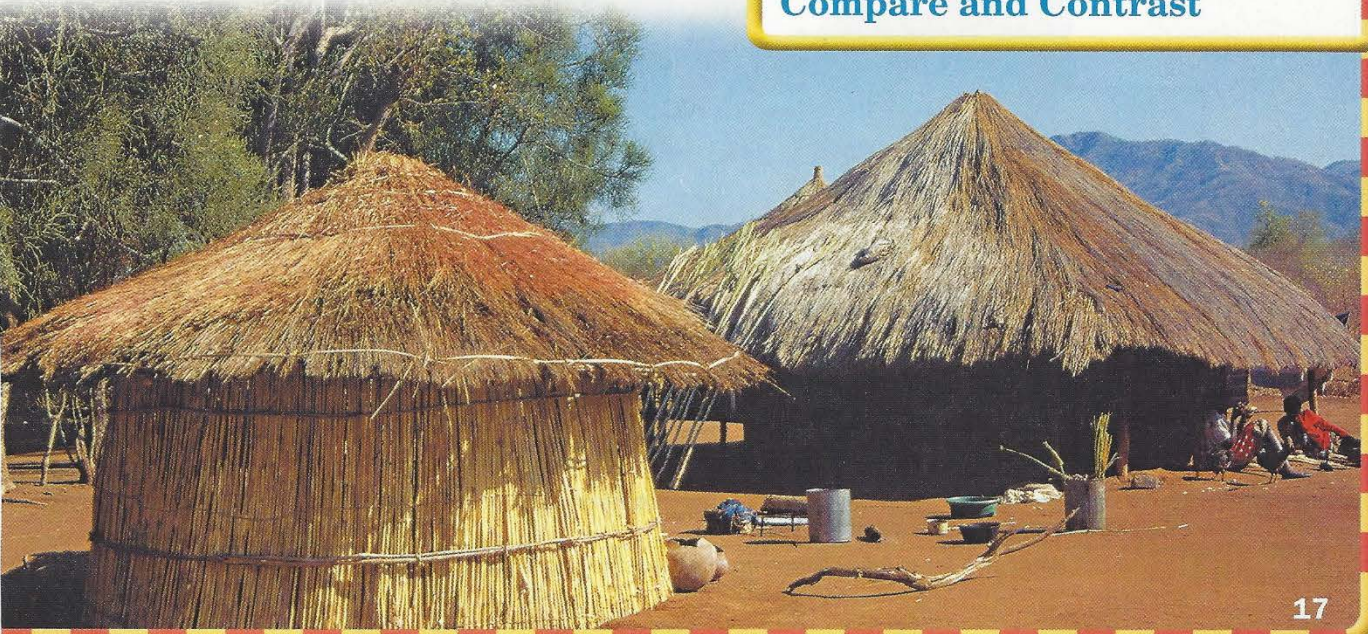
► Many Zambian villagers live in round houses like this. The roofs are made from grasses or straw called thatch.

**DOCUMENT-BASED QUESTION** What natural resources might have been used to build the houses in this community?

## REVIEW

In what ways are Teleza's family and school like yours? In what ways are they different?

**Compare and Contrast**







▶ This satellite picture shows how some African lakes look from space. Find the part of this photo that matches the map below. The location of Mbala in the photo tells you that only northern Zambia is shown.

# The Geography of Zambia

Zambia is located in south central Africa. The country is shaped somewhat like a butterfly. It is a little larger than the state of Texas. It is a landlocked country. This means it does not border an ocean. Zambia borders eight other countries.

Much of Zambia is a large plateau, or a high, flat land. The plateau is covered with forests. As rivers flow over the edges of the plateau, they form waterfalls. Mountains run across the plateau in the northeast. During the rainy season, a broad plain in the southwest floods.



## Zambia and Its Neighbors



▶ Notice that eight countries border Zambia.

**MAP SKILL Place** What two large lakes found on the map are shown in the photograph above?



Zambia has a milder climate than some other places near the equator. This is because it is a plateau. Air temperature at high land is cooler than at low land. The rainy season lasts from November until April. The rest of the year can be very dry.

Zambia has many natural resources, such as copper, lead, and zinc. Natural features include forests and waterfalls. Elephants, lions, giraffes, and many other kinds of wildlife live there. Nineteen national parks have been set aside to protect the natural environment.

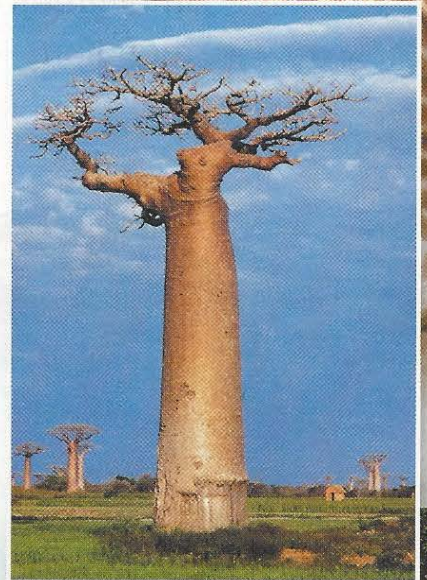
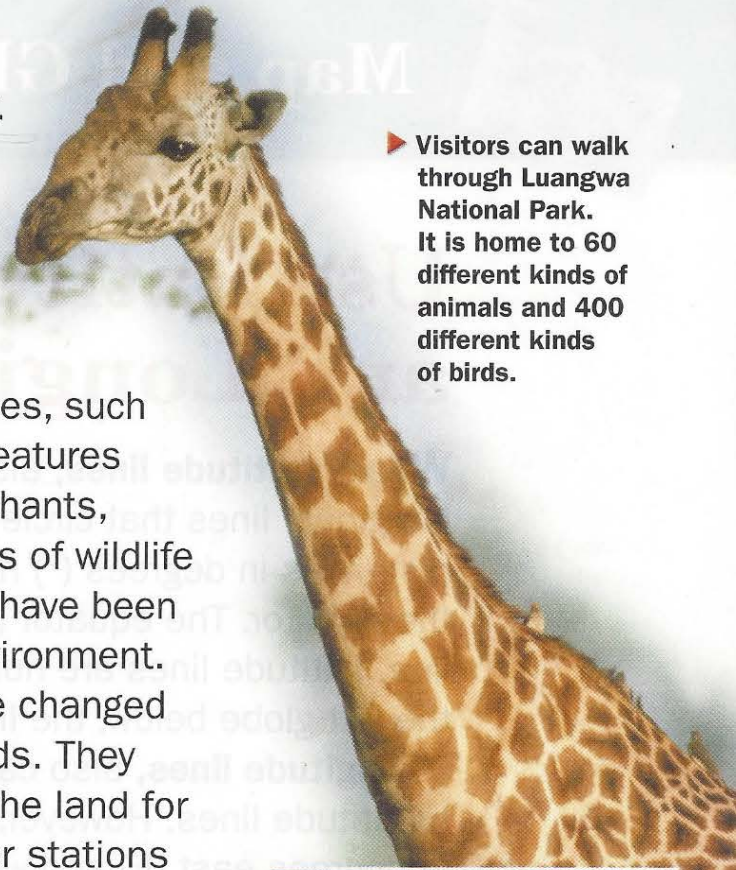
Over time, people in Zambia have changed the environment to meet their needs. They cleared forests so they could use the land for farming. They built dams and power stations on the rivers to produce electricity.

**REVIEW** What causes Zambia's climate to be milder than some other places located near the equator? **Cause and Effect**

► Mists from the 300-foot high Victoria Falls can be seen for miles. Zambians call it "the smoke that thunders."

► Baobab (BAY oh bab) trees are found on Zambia's grasslands. People can eat the fruit and make rope from the bark.

► Visitors can walk through Luangwa National Park. It is home to 60 different kinds of animals and 400 different kinds of birds.







# Map and Globe Skills

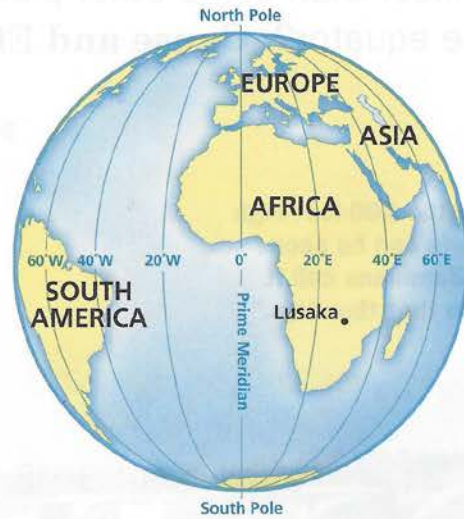
## Use Latitude and Longitude

**What? Latitude lines**, also called parallels, are imaginary lines that circle the Earth. They measure distances in degrees ( $^{\circ}$ ) north (N) and south (S) of the equator. The equator ( $0^{\circ}$ ) is the largest latitude line. Latitude lines are numbered from  $0^{\circ}$  to  $90^{\circ}$ . On the left globe below, the lines are at  $20^{\circ}$  intervals.

**Longitude lines**, also called meridians, are similar to latitude lines. However, they measure distances in degrees east (E) and west (W) of the prime meridian.



Latitude



Longitude

Longitude lines go from the North Pole to the South Pole. The **prime meridian** is the starting point for measuring these degrees from  $0^\circ$  to  $180^\circ$ . The globe at the bottom right of page 20 is marked at  $20^\circ$  intervals.

**Why?** The lines of latitude and longitude on the same map or globe will cross each other to form a grid. You can use the grid to find the location of places on maps and globes. You can locate cities, countries, continents, and oceans.

**How?** Lusaka is the capital of Zambia. Imagine that the latitude lines of the left globe were placed on the longitude globe. Lusaka would be just above the  $20^\circ\text{S}$  latitude line, or at about  $15^\circ\text{S}$ .

Lusaka is also about halfway between the  $20^\circ\text{E}$  and  $40^\circ\text{E}$  longitude lines, or at about  $30^\circ\text{E}$ . So the city of Lusaka is located about  $15^\circ\text{S}$ ,  $30^\circ\text{E}$ . When giving a location, always give latitude degrees first.

## Think and Apply

- 1 Look at the globes on page 20. What is the name of the line of latitude that is labeled  $0^\circ$ ? What is the name of the line of longitude that is labeled  $0^\circ$ ?
- 2 Which location is closer to the equator—a place located at  $20^\circ\text{S}$  or a place located at  $40^\circ\text{S}$ ?
- 3 Look at the globes on page 20. Washington, D.C., is located almost exactly on which line of latitude? Between which two lines of longitude is the city of Lusaka located?



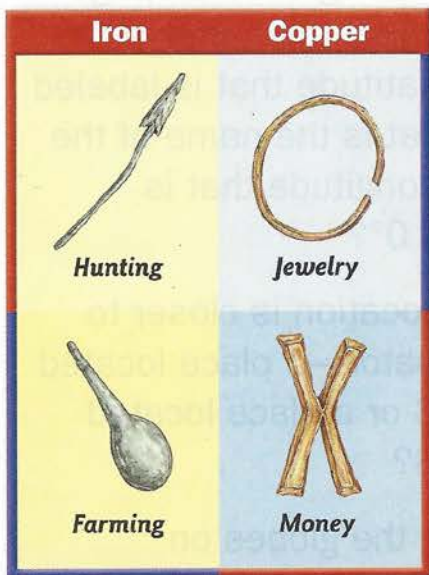


# The History of Zambia

People have lived in what is now Zambia for many thousands of years. Some scientists believe that about 15,000 years ago, people lived in caves in the region. They gathered fruits and honey for food. They made and used weapons to hunt for animals.

About 1,500 years ago, Bantu (BAHN too), or black African people, migrated to what is now Zambia. The Bantu developed civilizations. A civilization is an advanced way of life with organized systems of government, religion, and learning. The Bantu mined iron and copper. They made tools and weapons. The Bantu also farmed the land.

Between A.D. 1500 and 1800, the region of what is now Zambia divided into kingdoms. These kingdoms traded copper and ivory with other peoples in Africa. In the mid-1700s, traders from Portugal came to Zambia. They shipped enslaved Africans to faraway places.



▶ These artifacts give us clues about how people in Africa lived long ago.



### DOCUMENT-BASED QUESTION

State two ways ancient people in Africa used materials from their environment.

## History of Zambia

### Ancient Zambia

About 13,000 B.C.  
People gather food and hunt.



### Later History of Zambia

About A.D. 500  
Bantu migrate to what is now Zambia.



13,000 B.C.

A.D. 1

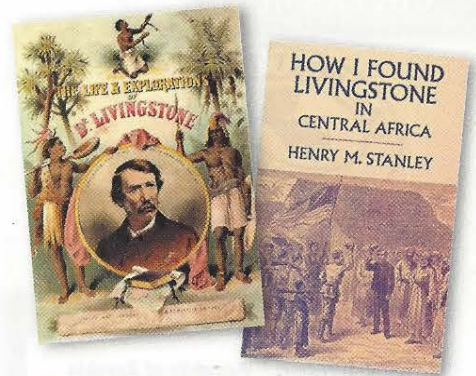
A.D. 500



One person who wanted to end the African slave trade was David Livingstone. He was a missionary, or a person sent into an area to do certain kinds of work. Livingstone came from Britain to explore southern Africa in the mid-1800s. He wanted Africans to grow cotton for trade with Britain. He believed this would help end the practice of selling enslaved people to work in cotton fields in the Americas. Livingstone died before he could carry out his plan, but others continued his work.

In the late 1800s, what is now Zambia became a British colony. The slave trade ended, but life did not improve for black Africans who worked in the mines.

Africans began to work for freedom from British rule. In the late 1950s, Africans formed a group that worked to win more rights for blacks. In 1964 Zambia became an independent country. Kenneth Kaunda (kah OON dah) became its first president.



▶ David Livingstone wrote about his own life (autobiography) and others wrote about him (biography). These books have helped people understand what Africa was like in the mid-1800s.



▶ On the Zambian flag, the green background stands for the land. The red stripe stands for freedom. The black stripe stands for the people. The orange stripe stands for mineral wealth, especially copper. The eagle stands for freedom.

**REVIEW** Discuss several ways that David Livingstone was important to Africa.

**Draw Conclusions**



**A.D. 1500–1800**  
Region is divided into kingdoms.

**About A.D. 1750**  
Portuguese traders arrive.

**About A.D. 1850**  
Livingstone works to end slave trade.

**About A.D. 1880**  
European nations divide Africa among themselves.



**About A.D. 1950**  
Groups form to fight for rights for blacks.

**A.D. 1964**  
Zambia gains independence.



A.D. 1000

A.D. 1500

A.D. 2000





### Facts about Zambia

Official Name:	Republic of Zambia
Population:	9,959,037 (2002 est.)
Largest Cities:	Lusaka, Kitwe, Ndola
Monetary Unit:	Kwacha
Languages:	English and about 70 native languages

## The Government of Zambia

President Kaunda remained in office for 27 years. He supported education and worked to improve the economy. He took control of Zambia's mining industry. Life for most people did not improve. Many believed Kaunda limited people's rights. As a result, Kaunda was voted out of office when free elections were held in 1991.

Today Zambia is a republic. In a republic, citizens have the right to choose their leaders. As in the United States, voters in Zambia elect the president and the lawmakers. All citizens 18 years of age and older can vote. The constitution gives all citizens equal rights under the law.

Ethnic groups in Zambia also still honor their traditional leaders. Zambian chiefs and kings make day-to-day decisions that affect their people. These leaders, however, are not part of Zambia's government.

**REVIEW** What kind of government does Zambia now have? **Main Idea and Details**

- ▶ **Zambian citizens vote to elect their leaders.**





# Reshaping a Nation

The country of South Africa has a long history of conflicts between white people and black people. In 1948 the government of South Africa passed laws to separate white people from all other ethnic groups. This system of laws was called apartheid (uh PART hayt).

White leaders in South Africa believed that white people should control the country. Black people were forced to live apart from white people. Blacks could not vote or take part in government. People who fought against apartheid were harshly punished.

Many people disagreed with the government of South Africa. Students, religious groups, and others organized protests against apartheid. Countries joined together and agreed not to trade with South Africa.

Zambia became a leader in the fight against apartheid. Zambians believed that all people should be treated fairly. Africans from other countries fled to Zambia to escape the harsh conditions in their own countries.

Apartheid ended in 1990. South Africa held its first free election in 1994. Nelson Mandela became the country's first black president.

*“America’s view of apartheid is simple. . . . We believe it is wrong. . . . And we are united in hoping for the day when apartheid will be no more.”*

**Ronald Reagan, President of the United States 1981–1989**

*“Today we have closed the book on apartheid.”*

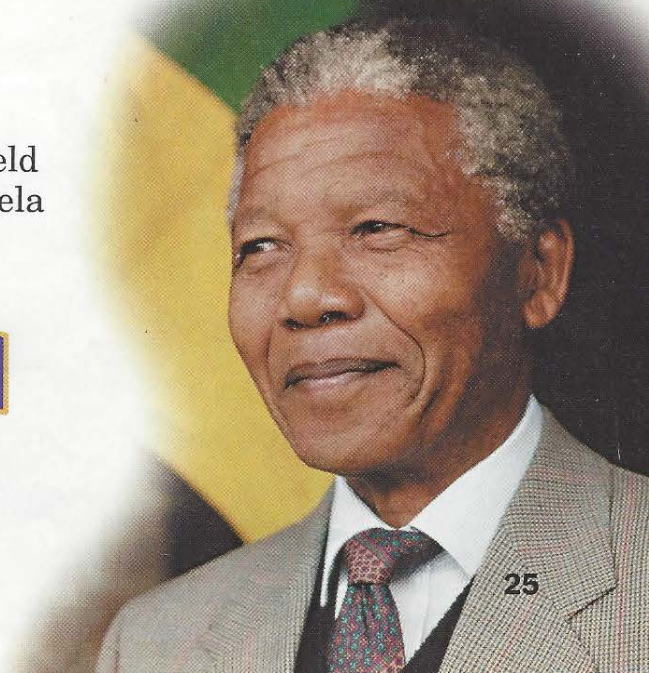
**F. W. de Klerk, president of South Africa 1989–1994**

*“Education is the most powerful weapon which you can use to change the world.”*

**Nelson Mandela, president of South Africa 1994–1999**

## Issues and You

How do you think the long struggle to end apartheid affected the lives of people in South Africa?







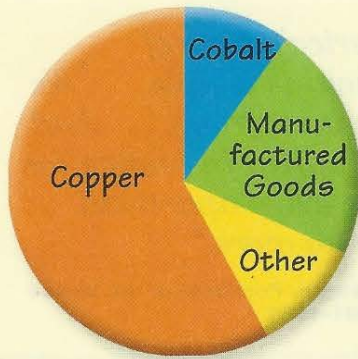
## The Economy of Zambia

Many people in Zambia struggle to make a living. The government used to control Zambia's economy. Other countries did not invest in Zambia's industries because they could not make a profit.

Demands in world markets also affected Zambia's economy. Copper has always been Zambia's most important export. Changing technology decreased the demand for copper. When the demand for a product decreases, the price of the product often decreases. The price of copper fell, and Zambia's economy suffered.

How Zambia uses its resources is important to its economic growth. Only a small amount of Zambia's land is used for farming. Corn, cotton, sugarcane, tobacco, wheat, coffee, and tea all grow well in Zambia. One goal of Zambia's government is to increase the amount of land used for farming. Large farms could produce crops for export.

**Zambia's Exports**



- ▶ Copper and cobalt are mined from the earth. Manufactured goods are made in factories.



### DOCUMENT-BASED QUESTION

*How does this chart show the importance of natural resources to Zambia's economy?*

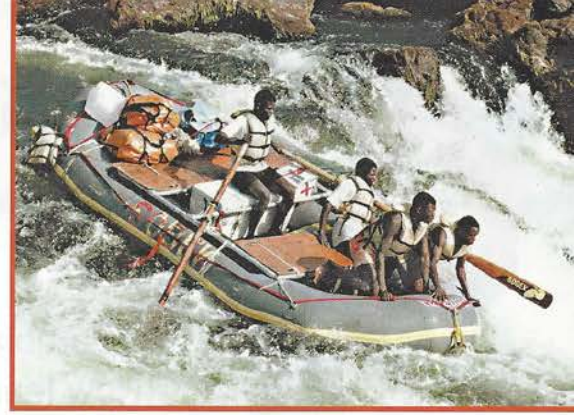
- ▶ A large electric shovel loads trucks at a copper mine in Zambia.





Today Zambia's government does not control its industries. It is easier for companies to make profits. Manufacturing is becoming more important to Zambia's economy. Copper wire and cable are some products made in Zambia.

Tourism is also important to Zambia's economy. Visitors from all over the world come to see Victoria Falls. Many people visit Zambia's national parks. Tourists enjoy the festivals of different cultures in Zambia.

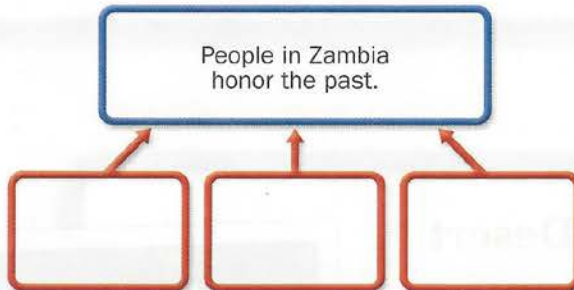


► Tourism is a growing business in Zambia.

**REVIEW** What are several reasons why many people in Zambia struggle to make a living? **Summarize**

## UNIT 2 REVIEW AND ASSESS

1. Draw a diagram like the one shown. Fill in the details that support the main idea.



2. How do people in Zambia modify the environment to meet their needs?
3. Sequence five important events in the history of Zambia.
4. Why did apartheid cause conflicts in South Africa?
5. Suppose you are on a photography safari in Zambia. Write a postcard telling friends about the land and animals you have seen.

### Tying It All Together

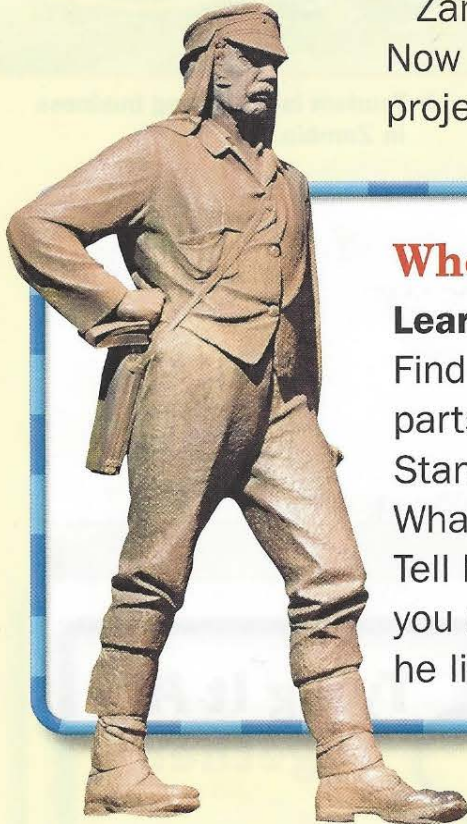
Based on the picture of the houses on page 17, the artifacts on page 22, and the graph on page 26, explain how people in Zambia have used the country's natural resources.





# Touring Africa

Zambia is only one of the countries in Africa. Now learn more about all of Africa. Here are fun projects to do in a group or by yourself.



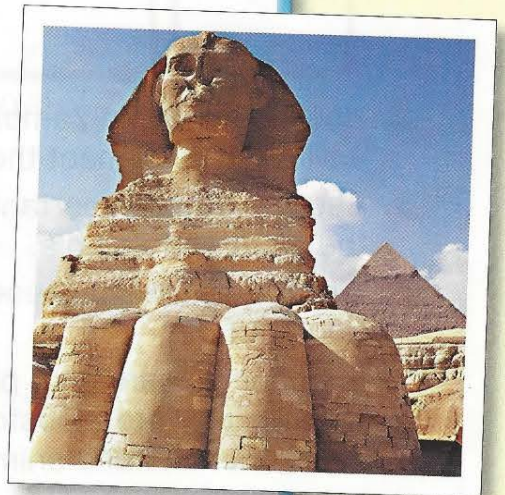
## Who's Who in Africa?

**Learn from biographies and autobiographies.**

Find out more about David Livingstone. What parts of Africa did he explore? Why did Henry Stanley go to Africa to look for Livingstone? What did Stanley say when he found him? Tell how reading about Livingstone's life helps you understand the time and place in which he lived.

## Civilization in the Desert

**Find out about Egypt.** Form a group. Locate Egypt on a map. Find out about the great civilization that developed there thousands of years ago. Why did the people build pyramids? Make models or sculptures to show what Egypt's ancient culture was like. Make a display for your class.





## Tell a Story

**Read African folktales.** Many African folktales tell about animals. Many are meant to teach a value or tradition. Choose one of these stories from your school or local library. Practice it until you know it well. Then tell it to the class. Explain what lesson you think the folktale was meant to teach.



## Traveling the World

**Locate continents and oceans.** Work with a group. Find a map or globe that shows lines of latitude and longitude.

Which continents are closest to Africa?

Name the continents the equator or prime meridian passes through.

Next find the oceans closest to Africa.

Name the oceans that the equator or prime meridian passes over. Make a papier-mâché model of the globe and label the continents and oceans.

