



Lesson Plans Digital Booklet

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Introduction

Exploring Africa is a comprehensive curriculum designed to educate about Africa in a true, objective way. Each unit is designed with a theme in mind: *Why Study Africa?*, *Studying Africa through the Social Studies*, *Studying Africa through the Humanities*, *Regional Perspectives*, and *Country Case Studies*. Using these themes allows Exploring Africa to provide a well-rounded, interdisciplinary, and holistic approach to learning about Africa. Within each unit, there are modules constructed in a more specific thematic organization, which creates an even more accessible format for learning in a systematic way. Finally, within each module there are activities designed to help students comprehend the lessons they just learned. Each of these activities is aligned to the Common Core State Standards (CCSS). It is here in this Exploring Africa Lesson Plan Digital Booklet that we offer lesson plans designed for the physical classroom space, to be used and implemented in your own classroom, and adjusted in any way you see fit to meet your individual classroom's needs. It is highly recommended that these lesson plans for activities are supplemental to the lessons in the modules in Exploring Africa. These lesson plans are for the activities only, and not the lessons for which they are designed.

Unit Five

Country Case Studies

Module Twenty Six: Tanzania

The purpose of this module is to provide students with the opportunity to study in depth one country in contemporary Africa. In addition to providing students with learning activities that will enhance their general knowledge and understanding of the history, geography, societies and cultures of Tanzania, this module will thoroughly address two very important issues in Tanzania, both past and present: 1) the growing tourist industry and its impact on the environment and people Tanzania; 2) Tanzania's global connections through networks of trade and cultural exchange across the Indian Ocean.

Module Twenty Six

Introducing Tanzania

The History of Tanzania

Tourism, the Economy, and Development in Tanzania

Tanzania in the Indian Ocean World

Introducing Tanzania

Time Needed	Approximately 35 minutes
Prior Knowledge	None needed
Lesson Assessment	Formative: journal
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>D2.Geo.2.9-12 <i>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</i></p> <p>CCSS.ELA-Literacy.SL.6.4 <i>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation</i></p>
Materials Needed	Introducing Tanzania Reading Guide ¹ , access to Exploring Africa, pencil, journal

Objectives

Students will be able to...

- Have a basic understanding of the geography and economy of Tanzania
- Make informed decisions

Time	Learning Task	Methods or Procedures
5 min	Students receive reading guide, listen to instructions and get onto Exploring Africa.	Teacher hands out reading guide and instructs students to get onto module 26, activity 1 of Exploring Africa.
30 min	Students read through the text of activity one, answering questions from their reading guide in their journal as they go.	Individual student work; teacher monitors and assists as needed.

¹ Handouts and Worksheets, pg. 13

The History of Tanzania

Time Needed	Approximately 2 days
Prior Knowledge	Completion of prior activities in this module
Lesson Assessment	Formative: journal responses, discussion Summative: timeline
Standards	CCSS.ELA-Literacy.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i> CCSS.ELA-Literacy.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	The History of Tanzania packet ² , journals, access to Exploring Africa, pencil, coloring materials.

Objectives

Students will be able to...

- Use both primary and secondary resources to learn about the past
- Explain based on evidence that Africa contains the “cradle of humankind”
- Create a timeline of events in the history of Tanzania
- Explain the difference between formal and informal writing

Time	Learning Task	Methods or Procedures
Day One		
2 min	Students receive the History of Tanzania Packet and listen to instructions	Teacher hands out packet to each student, and gives instructions
15 min	Students read the first page in the packet on ancient history, and then the following two pages, that show Josh’s letter.	Individual student work; teacher monitors and assists as needed.
10min	Students complete the article brainstorming task given on the 3 rd page of the packet	Individual student work; teacher monitors and assists as needed.
8 min	Class discussion: <i>What type of writing style does Josh use? –informal or formal?</i> <i>What are the different types of grammar</i>	Whole class discussion; teacher asks prompting questions and facilitates discussion, students respond to questions

² Handouts and Worksheets, pg. 14-18

	<p><i>that Josh uses that makes you think that it is this style?</i></p> <p><i>What is the difference between formal and informal writing? When is it appropriate to write in informal style opposed to formal style? What type of writing do you think Louis and Mary Leakey may have written about the dig in?</i></p>	
2 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to get on Module 26, activity 2 of Exploring Africa, and read through the rest of the text. Students should complete their History of Tanzania packet, following the directions on each page, and using the text in Activity 2.
8 min	Students begin working on the rest of the questions in their packet.	Individual student work; teacher monitors and assists as needed.
Day Two		
2 min	Students listen to instructions and get on Exploring Africa.	Teacher instructs students to finish their packets on the history of Tanzania, by getting back onto Exploring Africa, module 26, activity 2.
18 min	Students finish answering the questions in their packet.	Individual student work; teacher monitors and assists as needed.
20 min	Students use coloring materials to complete a timeline on Tanzanian history, following the directions on the last page of their packet.	Individual student work; teacher monitors and assists as needed. Students turn in their timelines at the end of class.

Tourism, the Economy, and Development in Tanzania

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of prior activities in this module
Lesson Assessment	Formative: Reading guide
Standards	<p>CCSS.ELA-LITERACY.RH.6-8.7 <i>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i></p> <p>CCSS.ELA-Literacy.W.8.1 <i>Write arguments to support claims with clear reasons and relevant evidence</i></p> <p>D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i></p>
Materials Needed	Pencil, access to Exploring Africa, Tourism in Tanzania Reading Guide ³ , journal

Objectives

Students will be able to...

- Conduct independent research
- Explain the role of tourism in Tanzania

Time	Learning Task	Methods or Procedures
5 min	Students listen to instructions, receive reading guide, and get on Exploring Africa	Teacher hands out reading guides, and instructs students to get onto Exploring Africa, Module 26, Activity 3
40 min	Students read through the text of the activity, answering questions from the Reading Guide in their journal as they go.	Individual student work; teacher monitors and assists as needed

³ Handouts and Worksheets, pg. 19

Tanzania in the Indian Ocean World

Time Needed	Approximately 45 minutes
Prior Knowledge	Completion of prior activities in this module
Lesson Assessment	Formative: reading guide, discussion
Standards	CCSS.ELA-Literacy.RH.9-10.3 <i>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</i> D2.His.1.6-8 <i>Analyze connections among events and developments in broader historical contexts</i>
Materials Needed	Definitions page, pencil, paper, Tanzania and the Indian Ocean World Reading Guide ⁴

Objectives

Students will be able to...

- Explain the complexities of identities
- Have a better understanding of the global linkages in which Tanzania has been involved for thousands of years
- Have a firm grasp of how segregation affected race relations in Tanzania
- Identify some common aspects of Indian and Tanzanian cultures

Time	Learning Task	Methods or Procedures
10 min	Class discussion: Teacher writes the following words on the board: <i>Nationality</i> <i>Ethnicity</i> <i>Heritage</i> <i>Identity</i> Students discuss and work together to come up with a definition for each of the words.	Whole class discussion; teacher writes students ideas for each word's definition on the board. After, teacher asks the following questions: <i>What do these definitions have in common or how are these words similar? How are these words different?</i> Teacher allows a few students to respond to the questions.
5 min	Teacher presents the definitions page on the projector/overhead/etc. for the whole class to read. Students read the definitions for themselves, and think about how they may be different from the definitions the class came up with.	Teacher displays the Definitions page in front of the room. Teacher qualifies that the definitions are just one example of the possible meaning of each word, although each of the words may mean something different to different people.
5 min	On a piece of paper, each student	Individual student work; teacher encourages

⁴ Handouts and Worksheets, pg. 21

	makes a list of ten words (nouns or adjectives) that describe their nationality, ethnicity and identity	students to each write ten words.
5 min	In small groups, students take turns sharing their lists with each other, and then discuss the prompt: <i>Can any of these words apply to more than one of the categories (nationality, ethnicity, heritage, identity)?</i>	Small group work; teacher monitors and assists as needed.
5 min	Students receive Reading Guide and get on Exploring Africa/	Teacher passes out reading guide and instructs students to get onto Exploring Africa
5 min	Students read through activity four of the Tanzania module, filling out their reading guide as they go.	Individual student work; Teacher monitors and assists as needed

Handouts and Worksheets

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Introducing Tanzania Reading Guide

Directions: Answer the following questions in your journal as you read through module 26, activity 1 on Exploring Africa

1. Do you think that Tanzania is properly named? Why or why not?
2. What kinds of general climates and landscapes would you expect to find in Tanzania? Use the map, pictures, and descriptions you have seen so far to develop an educated guess.
3. How many inches of rain is the 1000 mm mentioned? (1 in = 25.4 mm)
4. Now that you have learned about Tanzania's varied climates, hypothesize about how these climates affect farming.
5. How does the climate influence tourism? What time of year would you expect to have the most tourists from other parts of the world visit Tanzania? Why?
6. As a tourist from another country and/or continent, what types of evidence would you look for to help you piece together Tanzania's story based on its position on the Indian Ocean?
7. Imagine your family lives near Mt. Kilimanjaro. Potentially, how is your family helped by the famous mountain? What are the potential challenges associated with living near this site?
8. Imagine that you will design a career related to farming, fishing, or mining. Which would you select and why? Design/describe your ideal career within the industry you chose. You are encouraged to engage in outside research. Create a detailed description of your successful career. What types of designs will you need to make to be successful and thereby bring economic success to Tanzania?
9. If you were to learn a new language as a Tanzanian, what would it be and why? Do you think it would be a good idea not to have an indigenous language as the official language? What are the trade-offs?
10. What are the potential advantages and disadvantages of living in a multiethnic society?
11. Do you think depictions of groups like the Maasai in popular culture contribute to the tourist industry of Tanzania? Why or why not?
12. If you were a member of a national commission for education in Tanzania, what would you include on your agenda for k-12 schools? Why? How do you think the face of Tanzania will change as more and more students complete secondary school and university?

The History of Tanzania

Ancient History

Little is known about the ancient history of the interior of mainland Tanganyika (now Tanzania), however, one of the most important archaeological sites in the world for understanding our human ancestors is located in northern Tanzania on the eastern Serengeti plains. Olduvai Gorge (or Olupai as it is known in the local Maasai language), named after a plant that grows profusely in the surrounding area, has yielded artifacts and fossils that range from 2,100,000 to 15,000 years ago. There is also evidence of human ancestry that dates as far back as 2.5 million years ago! In Olduvai Gorge, Louis and Mary Leakey discovered very human-like fossils that pre-date the existence of the *Homo sapiens*. One of these is *Homo habilis*, which is arguably the first species of the genus *Homo* to appear in the fossil record. Therefore, we know that this region has been inhabited for at least 2.5 million years. This site is often referred to as the “Cradle of Humankind.”



Left: Homo habilis skull. Photo by Jose-Manuel Benito Alvarez and Loctus Borg

Right: A reconstruction of what Homo habilis may have looked like. Photo by Lillyundfrey, Wikimedia commons

Imagine that you found the following letter written by Josh, a student who joined Louis and Mary Leakey on an archaeological dig in Olduvai Gorge. Josh has written this letter to his friend Chris.

Dear Chris,

Wow. This was a crazy day. We took this super-bumpy Landrover ride in the middle of the night. It was Louis, Mary, some helpers and me. We got to camp (northern Olduvai) at like 4am! Some grad students and a couple of museum workers were already there. So Mary says they always start this early--the sun comes out and by 2pm it's too hot to do anything. Some of the diggers camp at the site, but nobody's dumb enough to dig at night-- Olduvai Gorge is a national park. Later that night

I finally got Louis and Mary to sit down and talk to me. The first thing I wanted to know was pretty obvious -- why they go through all this trouble! Louis admitted he's had ups and downs in his career, but he's always loved to solve mysteries. He and his family really love the park and they wanna do everything they can to protect it. Louis and Mary hope that if they can establish Olduvai Gorge as the "Cradle of Human Kind" other people will want to join them in their conservation efforts. Richard, Louis and Mary's son, is turning

out to be one of the best-known conservation activists in East Africa!

Mary says they've gotta finish digging this section and close it back up before the rains come. Apparently, rain on a dig site can ruin the whole thing — and Mary learned it the hard way! This one set of fossilized footprints — the biggest find in her career — almost got ruined when they were exposed to the elements!

So next thing I know I'm in the tent and I'm supposed to go to sleep but there's this loud honking sound keeping me up. I ask the

guy in the next tent and — no kidding — he says it's hippos snoring! I can hear hippos snoring! Did you know hippos snore? Doesn't really matter. I'm so tired, I think I could sleep through a tornado. Gotta hit the sack, though — more work tomorrow!

Later,

Josh

Article Brainstorming Task

You are planning to use the letter to write a short (150 words or less), informative article for your school newspaper describing a typical day on site with the Leakeys. For this brainstorming exercise, read through the letter and extract the most important information using the “six Ws:” Who?; What?; When?; Where?; Why?; and how? Then, keeping your audience and your word limit in mind, pick out a few compelling details that you would like to add to the basic information in the article. Write your brainstorming ideas in your journal.

Reading Guide Questions

Directions: Answer the following questions in your journal in complete sentences.

1. Follow the directions given in the activity to visit the Smithsonian Museum's virtual collection of human evolution. Which pieces of evidence do you find the most compelling? If you had to prove to your classmates that Olduvai Gorge really is the "cradle of human kind," what parts of this website and the video about the Laetoli footprints would you use to help you do so? Do you think Tanzanians should be proud of this heritage? Why or why not?
2. Watch the videos in the activity on two conservation projects and answer the following questions:
 - a. What actions are involved in preserving a heritage site?
 - b. Who are the people in charge of conducting conservation?
 - c. What role does the Tanzanian government play in these efforts? What about local Tanzanians?
 - d. Pretend you live in an American town that is the site of one of the oldest churches in the country. A group of conservationists from Africa are meeting with you to discuss their interest in preserving this nearby heritage site, and as a community leader you want to make sure they are respecting the culture and wishes of your fellow community members. What advice would you give these foreigners as they attempt to move forward with their project? What questions would you want to ask them?
 - e. What are conservationists doing well? What could they do better? Make a t-chart like the following:

Doing Well	Could Do Better

3. Imagine you were Vasco da Gama or one of the other early Portuguese explorers. What were your country's motivations for exploring the world?
4. Look at the map of slave trade routes in East Africa. Locate Zanzibar on the map. According to this map, where would many of the slaves in Zanzibar have come from?
5. Compare what you have just learned about the East African slave trade to the information about the Atlantic slave trade that you learned in Module six. What are some of the impacts of slave trade, regardless of where it occurs?
6. In your opinion, is using a language to promote national identity an effective strategy? Why or why not? What are the advantages and disadvantages of choosing Swahili as Tanzania's official language?
7. From what you have read in this and other activities about African leaders, explain why a president leaving office could be considered an honorable thing to do.

Timeline

Directions: On this piece of paper (you may use the front and back), create a timeline using words, pictures, drawings, etc. to tell the story of Tanzania.

Tourism in Tanzania Reading Guide

Directions: Answer the following questions in your journal while reading activity 3 of module 26 on Exploring Africa

1. Write a paragraph answering the following question: what do you know about tourism in Tanzania from previous lessons, the media, personal experiences, and/or other sources?
2. After hearing Amina's story and having learned about the religions, cultures, and economic activities of Zanzibar in Activity One of this module, write a list of the concerns which the Zanzibari people could have about mass tourist activity on their island.
 - a. Which of the concerns on your list do you think would apply to the most people on Zanzibar? Why?
 - b. Which of the concerns on your list do you think would apply to most people on Zanzibar and why?
3. Getaway Travel is a South African website offering mass tourism packages to Zanzibar. Explore some of the travel packages and answer the following:
 - a. What similarities (if any) do you find in these vacation plans?
 - b. What attributes of Zanzibar are offered to most often to tourists?
 - c. Do you think it's possible for the hotels and activities in these packages to be representative of Zanzibari culture? If not, what could the tours offer to bring more local activity and culture to mass tourists?
4. Look at the two maps of Tanzania's national parks and answer the following questions:
 - a. What differences do you see in the two maps? In the map keys?
 - b. Which map do you think an ecotourist would use? Why?
5. Visit the Wayo Africa Website, where Joseph is attending school to get his guide training, and answer these questions:
 - a. What type of certification is offered by this program?
 - b. How much is the tuition?
 - c. What animals and plants do guides learn about in the course?
 - d. What other skills do students learn about in the course?
 - e. Given the information above, do you think anyone in Tanzania would be able to attend this school?
6. Visit the websites on the city of Arusha and the city of Pangani (as per the directions in Activity three). Explore these websites and answer the following questions:
 - a. What types of educational activities do these tours offer, and what are the differences you see?
 - b. What do the differences tell you about the local cultures where the tours are offered? What does it tell you about diversity in Tanzania?
7. Browse the World Unite Volunteer Tourism website and answer the following questions:
 - a. Name three types of volunteer activities the organization offers.
 - b. Name two benefits that you think volunteers and Tanzanians might receive from these activities
8. Name two concerns that you think Tanzanians might raise about these activities Watch the video by the Tanzanian Board of Tourism to advertise tourism in Tanzania. Answer the following questions:
 - a. What kind of imagery is used to promote tourism in Tanzania?

- b. Who are the people in the video, what are they doing, and why do you think the makers of the video chose to show these particular people and activities?
 - c. Does the video make you want to visit Tanzania? Why or why not?
9. Pretend you are going to visit Tanzania. Explore the websites that Nick used (linked in the activity) to gain knowledge of the destination. Answer the following questions about your visit:
 - a. What is Tanzania's currency and what is the current exchange rate? Can you pay for your hotel with a credit card?
 - b. What vaccinations should you have before going to Tanzania?
 - c. How long will your tourist visa be valid?
 - d. Are there any other languages spoken in Tanzania besides Swahili and English?
 - e. What is Tanzania's current population?
 - f. Who is the current president of Tanzania?
10. Read the story by primatologist Robert Sapolsky. Then answer the following critical thinking questions:
 - a. What changes did Sapolsky observe in baboon behavior as a result of the presence of the national park lodge?
 - b. How did the presence of the lodge affect the baboons' health? What do you think the lodge could have done to prevent these dangers to the baboons' health?
11. Visit the website of the Tanzania National College of Tourism to see the school where Ndele received her training. What kinds of things did Ndele need to learn in order to work in the hotel industry?
12. The website About Travel offers a section to help tourists learn Swahili. Visit this website to answer the following questions:
 - a. Together with a partner, set a timer and watch the teaching video on the website. Note how much time it takes you to memorize all the words and phrases in the video well enough for you and your partner to mimic the women in the video.
 - b. Now, count the total number of Swahili words listed in the website, and imagine that you are a Swahili-speaking student at the College of Tourism in Tanzania. Your task is to learn the basic words and phrases you need to know in order to communicate with your customers. Based on how long it took you to learn the ten words in the video, how long do you think it would take for you to learn the words and phrases you need to know? What if you had to learn these words in other languages as well-like Chinese or German?
 - c. What are the most useful words and phrases you see on the website?
 - d. If you were a tourist in Tanzania, which of these words or phrases do you think would be most helpful to you? Are there any other words or phrases that you think you would need that are not listed on the website?

Tanzania in the Indian Ocean World Reading Guide

Directions: Get on module twenty six, activity four of Exploring Africa, and read the activity. Then, answer the following questions in your journal.

1. Look at the photographs from a colonial-era parade celebrating different kinds of Tanzanians. Are there public activities in your town which celebrate the different kinds of people who live there? How are these activities similar or different from the pictures you see below?
2. Compare the two family portraits. One, as you have read, is of the Karimjees, a wealthy business family. The other picture is a portrait of a working-class family taken by a traveling photographer. How do these pictures illustrate the class differences in the Indian community?
3. One of the young boys in the picture of a shoemaker described it as showing the “family and its employees.” Locate the one African in the photograph. He was a night-watchman wearing his uniform. What does this photograph and its context tell you about race relations in early 20th century Tanganyika?
4. Imagine that your own class was in the picture from the British National Archives on Tanganyika. How many different kinds of communities, languages, and religions would be represented?
5. The following photograph is a picture of part of modern-day Dar-es-Salaam from above. What differences do you see between the left and right sides of the photograph? What can this photograph and the map before it tell us about segregation in the city? If you saw an old map and current photograph of your city, what do you think you would see?
6. Explore the website of the Tanzanian Goan Club of Toronto. What are some of the defining features of this group? How do you think they have been able to manage to stay in contact with one another throughout their long history? If you founded a similar “heritage” club, what would you name it? What kinds of food would you eat and languages would you speak at the meetings?

Answer Keys and Examples

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Introducing Tanzania Reading Guide

Do you think that Tanzania is properly named? Why or why not?

Answer: Student responses will vary. The purpose of this exercise is for students to practice critical thinking by expressing an opinion and supporting it. There are no right or wrong answers. The following are some suggestions for discussion:

Geographical names reflect not only an area's history, but also its power and politics. For example, a street named after a person honors that individual.

The name Tanzania includes both Tanganyika and Zanzibar, and is thus representative of the unity of two previously separate countries. Some scholars believe that expressing this unity by including both areas in the country's name has helped to prevent civil war within the country. Students can learn more about inter-ethnic wars in East Africa in module 19 activity 1, module 7B activity 4, and module 10 activity 4. [Post link to modules listed in previous sentence]

Examine a map of Tanzania and note the large number of countries that share Lake Tanganyika. The fact that Tanganyika adopted the lake's name instead of the other countries on its border may indicate that Tanganyika was at one time more powerful or held more political sway over the lake than its neighbors.

The name "Zanzibar" is Persian-derived, and is not Swahili. If Swahili is the national language of the country, shouldn't the islands go by their Swahili name, Unguja? What, or who, might the name Zanzibar be honoring?

What kinds of general climates and landscapes would you expect to find in Tanzania? Use the map, pictures, and descriptions you have seen so far to develop an educated guess.

Answer: you can see that Tanzania is located just south of the Equator and is bordered by the Indian Ocean along its eastern side. These two factors combine to suggest a tropical climate near the coast. You also know from the description of the Tanzanian Coat of Arms that Africa's highest mountain lies within Tanzania's borders. The section on the Great Rift Valley describes a number of lakes, rivers, and mountains in the western portion of the country. Mountainous and elevated terrain with lots of available water suggests a more temperate climate in these areas with fertile land and lots of lush green vegetation.

How many inches of rain is the 1000 mm mentioned? (1 in = 25.4 mm)

Answer: 39.37 inches

Now that you have learned about Tanzania's varied climates, hypothesize about how these climates affect farming.

Answer: To answer this question, students should connect what they know about geography, climate and agriculture. Because some students may not be familiar with the

connections between climate and agriculture, some suggestions for discussion are given below:

Reliability: Climate variation is not extreme in Tanzania. This means that for many years Tanzanian farmers have been able to rely on particular crops growing in particular seasons. This climate reliability has also helped farmers to keep a regular pattern of farming: they know, for example, when they should plant and harvest different crops every year. However, climate patterns are no more foolproof in Tanzania than they are in any other part of the world. Droughts have affected Tanzania in the past [post Link to paragraph 9 of the section entitled “European Contact and Colonialism” in Unit 5, Module 28 Activity 2] and methods of industrial farming and the effects of global warming are all making the climate patterns in Tanzania less predictable.

Timing: An area’s climate affects the timing of different farming activities. Most crops have a particular time period for germination. Additionally, most crops have to be planted, grown, and harvested under certain climactic conditions. In Tanzania, planting a crop like maize or rice too early or too late in a season can result in a serious loss to farmers—of labor, time, resources, and money.

Variation: In the same way that we have white and yellow corn, purple and green cabbage, and red and brown-skinned potatoes in the United States, most staple crops in Tanzania come in different varieties that are suited to different climate conditions. For example, potatoes grown in the mountainous regions have to be able to withstand possible frost, while rice grown in coastal areas will not survive unless it can do so with relatively little water.

Crop variety: Tanzania’s different climates interact with the different kinds of soil (such as the sandy soil of the coast, or the mineral-rich soil further inland) to produce three distinct growing environments (the tropical coast, the semi-arid savannah, and the rainy, cool mountainous 25 regions). Each of these environments in turn caters to particular families of crops. Zanzibar, Pemba, and Coastal Tanganyika are known for vitamin-rich citrus and exotic fruits. Central Tanzania boasts high levels of maize and rice production, which are staple foods eaten all over the country and even shipped abroad. The mountainous regions are the only places where Tanzania’s top two cash crops--coffee and tea--can grow.

How does the climate influence tourism? What time of year would you expect to have to most tourists from other parts of the world visit Tanzania? Why?

Answer: Most tourists visiting mainland Tanzania are advised to do so during the coolest season, from June to October. However, recent years have seen an influx of travelers from some of the coldest climates on Earth (like Scandinavia) who travel directly to Zanzibar from November to January to escape the frigid winters in their home countries.

Tourists visiting Tanzania for safari often do so during the dry season. Water is sparse during this season and many of the reserves' smaller pools and creeks dry up. This means that animals previously spread across many miles have to concentrate around certain areas with larger water reserves, and are thus easier to spot.

If you were a member of a national commission for education in Tanzania, what would you include on your agenda for k-12 schools? Why? How do you think the face of Tanzania will change as more and more students complete secondary school and university?

Answer: Secondary schools and universities provide students with knowledge, skills, and training so that they are qualified for better-paying jobs in the future. As a country's literacy rate increases over several decades, its citizens can face any or all of the possibilities below:

1. **Reduction in birthrate:** The United Nations Development Programme tells us that educated parents have less children per family, which can help stabilize or reduce the country's overall population and lessen the drain on its resources.
2. **Improved Well-Being Indicators:** Because educated parents are more likely to ensure that their children receive education as well, the population as a whole becomes more literate. Rates of literacy have also been shown to positively influence other things in a society as well. For example, countries with higher literacy rates have lower infant mortality, higher average income per individual, and a higher life expectancy.
3. **Changes in health concerns:** Increased literacy leads to changes in wealth, employment, and lifestyle. The health problems a literate generation faces may be very different from those of their grandparents. Nutritional deficiencies and curable infections lessen as health education and facilities improve. In the more literate generation, these health concerns are replaced by "New World Syndromes" like obesity, Type II diabetes, heart disease and hypertension.
4. **Improved self-governance:** As more people learn to read and write, they gain access to newspapers and books that increase their understanding of the world. Literate individuals tend to have better knowledge about their rights as humans and as citizens, and this empowers them to challenge unfair treatment and become more involved in activism and political movements. In general, governments are less likely to oppress citizens who are equipped to do things like read the country's constitution and laws themselves and to cross-check the government's finances.
5. **Employment shifts and migration:** Higher rates of education in the current population yield higher numbers of skilled and specialized workers in subsequent generations. Over time, work involving physical labor becomes less sought out while jobs in offices and institutions remain in high demand. If the country's economy is not equipped to provide jobs for these skilled individuals, then a type of migration known as "brain drain" may occur: the skilled and educated professionals who are unable to find work in their own

countries move elsewhere. At the same time, people from rural areas or poorer countries move into cities and developing areas to fill the gaps left by the dwindling labor population.

6. Changes in consumption patterns: Both the broader access to written material and the economic changes that accompany increased literacy have an effect on what people buy and why. People with better jobs have more disposable income to spend on things that are not considered necessities. These items, like expensive clothes, fancy cars or imported food, become status symbols—indicators that the owner of the item is a rich, and therefore powerful, individual. At the same time, those without as much income discover that they can mimic affluence by purchasing status symbols as well, but they have to borrow money to do so. The overall result is that commodities that are unnecessary for survival become seen as “needs” instead of wants, and the poorer members of society fall into debt.

Keep in mind that these changes often occur at differing levels in different areas of society. Of all the possible outcomes of increased education in a country, the only one we know for certain is that it will not produce uniform results. The self-governance, employment shifts, migration, and changes in consumer practice will be different in rural versus urban areas, and will affect men, women, the poor, and the rich in different ways.

Definitions

Nationality: Nationality is usually (but not always) associated with the name of a country. It is the country where a person was born, has legal citizenship, or feels most at home. Some people have more than one nationality. The number of people claiming multiple nationalities has increased in recent years due to globalization and easier, cheaper transportation.

Ethnicity: A person's ethnicity is usually the culture, sometimes called the "ethnic group," with which someone identifies themselves. Ethnicity can be based on things like language, religion, cultural practice, location, or heritage. Like nationality, ethnicity is sometimes associated with the name of a country, special area in a country, or region of the world. Some people view their nationality and their ethnicity as the same thing, while others prefer to separate the two. In the same way that someone can claim multiple nationalities, a person can also belong to many ethnic groups.

Heritage: People often use the word "heritage" to describe the nationality and ethnicity of their parents or grandparents. In a world where people often move and resettle, many children are born in different countries than their parents. Even though their children live in a different place and community, parents can still choose to pass the cultural traditions *they* grew up with along to their children. Language, stories, ceremonies and holidays, recipes, art, songs, dress, religion, and ways of viewing the world can all be part of someone's heritage.

Identity: Identity is a word that encompasses all of the words above. Identity can describe any part of what makes someone a "self." This includes their nationality, ethnicity and heritage, but also their location, occupation, history, physical characteristics, personality, interests, gender, age, or position in a particular social group. A very important thing to remember is that anyone's identity is *always multiple and always changing*. For example, it is possible for someone to be a female, a Californian, a sister, a daughter, a Latina, a Roman Catholic, and a skateboarder all at once. Later on that same person might become a New Yorker, a musician, a mother and a businesswoman, and she may still identify herself as a daughter, a sister, a Latina, and a female, but the level or intensity of importance that she assigns each of these identities may change over time.