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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Social studies; government of Latin America and Africa. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, each one for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition, two appendixes contain curriculum materials. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess by the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (PT)

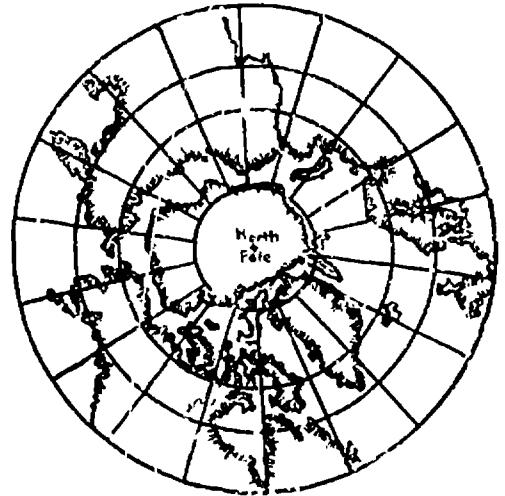
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**GOVERNMENTAL SYSTEMS
RESOURCE UNIT VI
GRADE 6**



**RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS**

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GOVERNMENTAL SYSTEMS OF LATIN AMERICA AND AFRICA

SUGGESTED TIME: 5-6 WEEKS

I. MAJOR UNDERSTANDINGS

1. The children should be aware of the various types of government that have existed and still exist within Latin America and Africa.
2. They should also have an understanding of the similarities and differences among these governments and the factors behind their functioning.
3. There should be some acquaintance with the factors that have influenced and still influence the ever-present change in the governments of Latin America and Africa.
4. The children should also be aware of the interdependence that exists between Latin America and Africa and the rest of the world and the fact that this interdependence is a result of the interaction in areas such as trade and world organizations.

II. AIMS

It is the specific aim of this unit to develop an understanding of the following:

1. Constant political change is characteristic of countries in Latin America and Africa.
2. Nationalism is rapidly developing throughout Africa and Latin America.
3. There are many patterns of government existing in Latin America and Africa.

Aims (cont'd)

4. In their history, both Latin America and Africa have had similar patterns of changing governments that can be traced from the tribal and ancient monarchies to the colonial and revolutionary to the still emerging present day government.
5. Most of the countries in Latin America and Africa have experienced the process of becoming independent after varying lengths of time as dependencies of European powers.
6. Africa and Latin America have had increasing contacts with the rest of the world through colonization, military bases, trade, education, foreign investments, communication, tourists, and various world organizations and alliances.
7. Both Latin America and Africa are rapidly assuming positions of importance in world affairs.

VOCABULARY

Bolivar	junta
chief	Maximillian
colonialism	monarchy
council	Morelos
democracy	nationalism
dictatorship	O'Higgins
Dom Pedro II	One-party state
elders	republic
Hidalgo	San Martin
Iturbide	tribe
unstable government	

IV. GOVERNMENTAL SYSTEMS OF LATIN AMERICA AND AFRICA

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are some of the factors that have influenced the change of governments throughout the history of Latin America and Africa?</p>	<p>Throughout the year, the students have made a study of the historical, geographical, and social aspects of Latin America and Africa. This information can now be correlated to the many governments that have existed within Latin America and Africa throughout the history of each. The student should be able to use the information he has acquired to see how each of these areas has affected governments at one time or another and how the government has affected these areas.</p> <p>Initiate a study of this problem through discussion. Make three charts for each area (Latin America and Africa) labeled historical, geographical, and social. Have the children make a list of the factors in each category that have affected governments in the past. They should realize that certain factors are persistent in affecting governments throughout history.</p>	<p>In this unit it would be feasible for the class to write to various embassies in order to gather as much information as possible concerning the history of the governments.</p>

Unit IV - Governmental Systems of Latin America and Africa (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>How were the first governments of Latin America and Africa effective for the society as it existed then in those areas?</p>	<p>Now have the children proceed to research this idea: that certain factors are recurring. They can illustrate this idea using governments in the early history, colonial period and the present day as examples. At this point <u>they should not be interested in structure but more in the recurring reasons for changes in the governments during these periods and from one period to the next.</u></p> <p>Be sure they see the cultural, social, and economic factors involved in the changes of government. Other factors affecting change are:</p> <ul style="list-style-type: none"> racial strife political strife internal confusion border disputes revolutions dictatorships external influences <p>The students can proceed to answer this question by first asking themselves another question.</p> <p>What does any government have to do to fulfill the needs of the people?</p>	<p>At times they will also have to do research at a library in instances where their books do not cover the topic sufficiently.</p>
	<p>What role does the government play in the lives of the people?</p> <p>Have them speculate as to what the government can and should do for the people in the areas of education, economics, social development, and international affairs.</p>	<p>Now have them do research to find out if any of the early governments (Inca, Maya, Roman and Egyptian Civilizations, etc.) fulfilled their roles.</p>

Unit IV - Governmental Systems of Latin America and Africa (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What were the functions of these first governments?</p>	<p>Have the children do re-search to discover how the first governments of Latin America and Africa were established?</p> <p>Divide the class into groups. Each group might take one government:</p> <ul style="list-style-type: none"> Aztec Maya Inca Egyptian Roman Ghanian-Mali Early Tribal Africa <p>Find out:</p> <p>Who was the head of each government? What was he called? Who helped govern the people? What were the duties of the government? What kinds of lives did the people live under this government?</p>	<p>Texts</p> <p>Holt, Rinehart, Winston: <u>Knowing Our Neighbors in Latin America</u> p. 186</p> <p>Durdett: <u>Learning About Latin America</u> pp. 35-38</p> <p>Fideler: <u>Caribbean Lands</u> pp. 49-51</p> <p>Ghana-Mali Booklet</p> <p>Laidlaw: <u>Understanding Egypt</u> pp. 40-50</p> <p>Ginn: <u>Today's World in Focus</u> p. 49 (pb)</p> <p>Encyclopedias</p> <p>Fideler: <u>South America</u> pp. 35-39</p>
<p>How effective were these first governments of Latin America and Africa in serving their peoples?</p>	<p>Have a class discussion about the ways in which these first governments fulfilled the needs of the people in education, economics, social development, and relationships with other peoples.</p> <p><u>Culminating Activity</u></p> <p>Have one child from each group represent the head of one of the governments. Let his group assist him in making a simple costume.</p>	

Unit IV - Governmental Systems of Latin America and Africa (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What tribal organizations existed and continue to exist in Africa?</p> <p>How do they serve the needs of their people?</p>	<p>These children could sit as a panel pretending that they have come out of time to visit the class. Have the class question them about their rule and how their government served their people.</p> <p>Do research to find out about: <u>Tribal Political Organizations</u> In Western society there are specific institutions for specific functions: Religion - church Politics - government Business - corporations, etc.</p> <p>In Africa the tribe performs social, religious, economic, and political functions simultaneously</p> <p><u>Two types of Tribal Society</u> <u>Chieftoms (Kingdom)</u> Usually covers a large area of many villages inhabited by members of a tribe.</p> <p>The chieftancy might remain in a single family or clan within a tribe, but generally it falls to a person of merit.</p> <p>Subchiefs are usually chosen by the chief.</p> <p>The bureaucracy consists of: tax collectors judges soldiers administrators</p>	<p>Scholastic Books: <u>Emerging Africa</u> pp. 32-33</p> <p>Ginn: <u>Today's World in Focus-Africa</u> p. 49 (paperback)</p>

Unit IV - Governmental Systems of Latin America and Africa (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How did the Europeans rule their colonies in Latin America and Africa?</p>	<p><u>Stateless Societies</u> Usually these are small tribes with no chiefs or subchiefs.</p> <p>A highly respected elder usually heads the tribe.</p> <p>Disputes are usually solved by consultation of elders.</p> <p>Compare this type of political organization with that of a nation.</p> <p>Review with the class the powers that colonized Latin America and Africa.</p> <p>Latin America-Mainly Spain and Portugal.</p> <p>Africa-Britain, France, Portugal, Germany, Spain, Italy, Belgium.</p> <p>Have the class do research to find out how these colonies were organized politically.</p> <p>Make a comparison of Spanish, French, and British colonial rule.</p> <p>What controls did they exercise over the economy of the area which they controlled?</p> <p>What effect did this have upon the people of the area?</p> <p>How did colonial rule provide for the education of the people?</p>	<p>Texts Fideler: <u>South America</u> pp. 48, 53-54, 59-61</p> <p>Burdett: <u>Learning About Latin America</u> pp. 60-61, 64-65, 68, 72-75</p> <p>Scholastic Books: <u>Emerging Africa</u> pp. 54-67</p> <p>Scholastic Books: <u>Latin America</u> pp. 37-39</p>

Unit IV - Governmental Systems of Latin America and Africa (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIAL
<p>How did the countries of Latin America and Africa secure their independence?</p>	<p>How did colonial rule affect the social development of the colonists and the indigenous people of the area?</p> <p>In what way did these governments influence revolutionary action?</p> <p>In what way did some of these governments prepare people for independence?</p> <p>Many countries in Latin America and Africa experienced the process of becoming independent after varying lengths of time as European dependencies. Both areas experienced similar effects from colonialism and imperialism--not only do you find exploitation of the people but also introduction of education, medicine, and modern technology.</p> <p>What powers colonized Latin America? (Mainly Spain and Portugal) What powers controlled Africa? (Britain, France, Portugal, Germany, Spain, Italy, Belgium)</p> <p>Have the children construct a map of colonial Africa and Latin America in the early 1900's indicating the colonies in relation to the Mother Country by color including the date of acquisition. Individual outline maps can be used as a follow-up activity.</p>	<p>Outline maps Scholastic Books: <u>Emerging Africa</u> p. 57 - map</p> <p>Scholastic Books: <u>Latin America</u> p. 39-42</p>

Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>A. Why did the colonies in Latin America want to be independent?</p>	<p>Many in the colonies came to hate European rule. They were ready for a change and felt that they had good reasons for wanting one.</p> <p>They could trade only with the Mother Country.</p> <p>They had no voice in making laws that they had to obey.</p> <p>They couldn't choose their own officials.</p> <p>Government jobs were given only to those born in Europe. Restrictions were placed upon their reading so they could not get revolutionary ideas.</p> <p>Have half of the class read to find the answer to the question.</p> <p>Let them share their information with the rest of the class.</p>	<p>Burdett: <u>Learning About Latin America</u> pp. 72-75</p> <p>Fideler: <u>South America</u> p. 48 <u>Mexico</u> pp. 42-44 <u>Caribbean Landa</u> pp.71-73</p> <p>Holt, Rinehart, Winston: <u>Knowing Our Neighbors and Africa.</u> pp.191-193</p>
<p>B. Who were the leaders of the revolutions in Latin America?</p> <p>How successful were they?</p>	<p>Divide the other half of the class into groups to investigate the following leaders:</p> <p>Hidalgo - Mexico Morelos - Mexico Iturbide - Mexico Bolivar - South America O'Higgins - South America San Martin - South America Toussaint L'Ouverture - Haiti</p> <p>have these groups give biographical sketches of the leaders and their contributions to independence.</p> <p>Perhaps they could develop a play centered about these leaders in which they emphasize the need for independence.</p> <p>Portraits of the leaders could be sketched and displayed.</p>	<p>Encyclopedias</p> <p>Burdett: <u>Learning About Latin America</u> pp. 86-87; 77-89</p> <p>Fideler: <u>South America</u> pp. 49-53</p> <p>Benefic: <u>How People Live in Central America</u> p. 80</p> <p>Holt; Rinehart, Winston: <u>Knowing Our Neighbors in Latin America</u> pp. 87, 140, 193</p> <p>Biographies Library Books</p> <p>Scholastic Books: <u>Latin America</u> pp. 42-45</p>

Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>C. How did the American Revolution influence Latin America in its fight for independence?</p> <p>What conditions prevailed in Latin American following the revolutions?</p>	<p>Have an individual investigate this question and report to the class.</p> <p>The U. S. Revolution and its success encouraged the leaders for independence in Latin America.</p> <p>Some of the leaders sought advice from American leaders.</p> <p>Some threw off the colonial rule only to have it superseded by unsettled conditions because the people were not prepared for self-government.</p> <p>Many governments were taken over by armies and rulers became dictators, a few became temporary monarchies: Dom Pedro II - Brazil Maximilian - Mexico</p> <p>Have small groups investigate the government under these rulers.</p>	<p>Holt, Rinehart, Winston: <u>Knowing Our Neighbors in Latin America</u> p. 25</p> <p>Burdett: <u>Learning About Latin America</u> pp. 94-100</p> <p>Fideler: <u>Mexico</u> pp. 45-47 <u>Caribbean Lands</u> pp. 74-75 <u>South America</u> pp. 53-55</p>

Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>What conditions helped bring about African Independence?</p>	<p>Make a study of Liberia , an African country founded by former slaves from America.</p> <p>The colonial powers had changed the way of life of the African people. Education had been introduced. Many Africans had been sent to the Mother Countries for advanced study. Their attitudes began to change. They felt that they should rule themselves and acquire the benefits of their own economy.</p> <p>In 1941 the Atlantic Charter was drawn up and signed by the United States and Great Britain. Its main ideas were to prevent expansion by force, prevent territorial changes without the consent of the people living in that territory, freedom of the seas, free trade, economic co-operation and the prevention of war.</p> <p>After World War II, strife arose in many parts of Africa.</p> <p>Algerians rose against French rule.</p> <p>In Kenya terrorist groups (Mau Mau) protested British rule.</p>	<p>Scholastic Books: <u>Emerging Africa</u> p.117 <u>Benefic: How People Live in Africa</u> pp.46, 50</p> <p>Encyclopedias</p>

Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the different types of government that exist in independent nations in Latin America and Africa today?</p>	<p>As a result between 1950-1966 most of Africa achieved independence.</p> <p>Have small groups do research to investigate: Atlantic Charter Uprisings in Algeria Mau Mau terrorism in Kenya The United Nations Trusteeship Council to find out its purpose and operation.</p> <p>After independence many colonies that had been under British rule retained their relationship with Great Britain by becoming a member of the British Commonwealth of Nations.</p> <p>Have an individual investigate the British Commonwealth of Nations and report to the class.</p> <p>Have the children locate and identify the different types of government that exist in Latin America and Africa today. republics monarchies dictatorships military juntas various types of native political organizations.</p> <p>Have them proceed to study the structure and functions of these various governments.</p> <p>Allow each child to select a country in Africa, Middle America, or South America for study.</p> <p>They might answer questions such as these:</p>	<p>Encyclopedias</p> <p><u>Compton's World Book</u></p> <p>Library Books</p> <p>Epstein, Edna: <u>First Book of United Nations</u></p> <p>Fenichel and Andrews <u>The United Nations, Blueprint for Peace</u></p> <p>Ginn: <u>Today's World in Focus - Africa</u> pp.51-53, 58-59, 61-64 (paperback)</p> <p>Benefic: <u>How People Live in Central America</u> p.23</p> <p>Fideler: <u>Mexico</u> pp. 145-151</p> <p>Benefic: <u>How People Live in Africa</u> pp.65-67</p> <p>Ginn: <u>Today's World in Focus-Africa</u> pp.65-72 (paperback)</p>



Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>What problems have some African nations had since independence?</p>	<p>Who is the head of each government? Who helps to govern the people? Who selects the lawmakers? How is each country divided? What services does the government provide?</p> <p>They might wish to contrast these governments with that of the United States.</p> <p><u>Culminating Activity</u> Each child could write his report from his notes (perhaps during a language period). These can be compiled into a booklet.</p> <p>A chart could be made listing the various countries of Latin America and Africa during the present day, their dates of independence, type of government, and head of government. Individual ones could be made for their notebooks.</p> <p>Discuss the difficulties which these emerging governments face: lack of capital lack of education many languages spoken within a nation tribal allegiance an elite ruling class unstable governments</p> <p>Many have a one-party system. People may vote but leaders are chosen from the same group. Certain groups have become too powerful. There has been the danger of a leader becoming too powerful.</p> <p>Change in government creates competition among the peoples. It allows external pressures to influence the country's development. It creates desire for political power in certain people.</p>	<p><u>Benefic: How People Live in Africa</u> pp.56-7</p> <p><u>Rideler: Africa</u> pp.55-57</p> <p><u>Benefic: How People Live in Africa.</u> pp.83-85</p> <p>Encyclopedias</p> <p>Scholastic Books: <u>Emerging Africa</u> pp.95-100;143-146 (paperback)</p> <p>Ginn: <u>Today's World in Focus-Africa</u> pp. 34-38, 61-64 (paperback)</p>

Development of Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
<p>What conflict might arise between tribal loyalties and loyalty to a national government?</p>	<p>Discuss also the idea that this ever-present change in government does effect the lives of the people. This instability does slow down the growth and advancement of a country in education, social development, and technological advance among other areas.</p> <p>Have children consider the implications of this question.</p> <p>Continued existence of chiefdoms of kingdoms within the boundaries of individual countries could hinder the development of national unity and allegiance.</p> <p>A tribal group within a nation might consider itself superior to other tribal groups in that same nation. It might feel that it should be the leader of a new country or form an independent nation of its own.</p> <p>Strife between tribes might arise. National unity would be disrupted.</p> <p>Individuals might feel greater loyalty to tribe which gives security to all its members.</p>	<p>Ginn: <u>Today's World in Focus-Africa</u> pp.51-52; 63-64</p>
<p>What have been the relationships between Latin America and Africa and the rest of the world?</p>	<p>Relationships have always existed between Latin America and Africa and the rest of the world in some way or another. These relations are always changing just as Latin America and Africa themselves are changing.</p>	<p><u>filmstrips</u> SS-U-9 <u>United Nations</u></p> <p>SS-U-6-d <u>Accomplishments of the United Nations</u></p>
<p>In what ways has the rest of the world influenced the development of Latin America and Africa?</p>	<p>Discuss with the class the relations that existed between Latin America and Africa and the rest of the world during their early history, their colonial periods and the present day.</p>	<p>Ginn: <u>Today's World in Focus- Africa</u> pp.115-119</p>



Development of Unit (cont'd)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the position of these nations in world affairs?</p>	<p>For this discussion, they should be able to draw upon information acquired through study of previous units.</p> <p>Discuss the expanding importance of these nations in the United Nations.</p> <p>Discuss the ways in which we may be good neighbors.</p> <p>If possible, some children may give reports on leading statesmen in these areas who have contributed to a better understanding among the peoples of the world.</p> <p>Discuss the "Western Impact" on the development of Latin America and Africa and how it has been the main influence in transforming Latin America and especially Africa today. For example, the Judeo-Christian influence, importance of science, education process, democratic procedure, worth of the individual, and technological advances are all aspects of the "West" that now characterize these areas.</p> <p>Here the discussion can revolve around organizations in which countries of Latin America and Africa are prominent. Different groups of children can discuss the place of Africa and Latin America in certain organizations and the future of these areas in world affairs.</p> <p>Alliance for Progress</p> <p>United Nations</p> <p>Organization of American States</p> <p>Commonwealth of Nations</p>	<p>Ginn: <u>Today's World in Focus-Africa</u> (PB) pp.115-119</p> <p>Scholastic Books: <u>Emerging Africa</u> (PB) pp.148-154</p> <p>Scholastic Books: <u>Latin America</u> (PE) pp.75-80</p>

Development of the Unit (cont'd)

PROBLEMS	SUGGESTED ACTIVITIES	MATERIALS
	<p>Associated members of European Common Market (African-former French territories)</p> <p>Specialized international agencies related to United Nations Economic and Social Council such as: World Health Organization, UNESCO, FAO, etc.</p> <p>Note: United Nations Economic Commission for Latin America and United Nations Economic Commission for Africa</p> <p>Divide the class into groups and assign an organization to each group. They can then proceed to find out all they can about the organization and Latin America and Africa's position in the organization. They should also write to the organization to receive as much information as they can. Share information with class.</p>	

SUGGESTED ACTIVITIES

1. Make and display flags of the nations of Latin America and Africa.
2. Invite a speaker from the World Affairs Council.
3. Perhaps the class could sponsor a CARE package.
4. Perhaps the class might like to make a contribution to Hospital Ship "Hope."
5. Debate- Africa: Colonialism or Independence
6. Time Line- Important events which influenced changes in government in Latin America and Africa.

1. Is there a comprehension of the factors that have influenced the change of governments throughout the history of Latin America and Africa?
2. Do the pupils understand how the first governments of Latin America and Africa were established, what their functions were and what effect these governments had on the people?
3. Are they aware of the extent to which these first governments of Latin America and Africa were effective for the society as it existed then in those same areas?
4.
 - a. Are they acquainted with the ways in which many of the countries of Latin America and Africa secured independence?
 - b. Can they identify and examine the first governments of Latin America and Africa?
 - c. Can the pupils evaluate the amount of influence the governments had on the lives of the people?
5.
 - a. Are the pupils familiar with the causes for the evolution of new governments during the colonial and revolutionary periods?
 - b. Can an identification and examination be made of the different types of rules that existed during these periods?
6.
 - a. Do they have a knowledge and understanding of the different types of government that exist in the independent nations of Latin America and Africa?
 - b. Are they acquainted with the reasons behind their fight for independence?
 - c. Can a determination and evaluation be made as to the reaction of these people to the ever-present change in government?
7. Are the pupils able to associate the extent to which Latin America and Africa are involved in relationships with the rest of the world and the degree of development of these two areas?
8. Are they aware of the extent to which Latin America and Africa are now involved in world affairs?

I N D E P E N D E N T S T A T E S

STATE	DATE OF INDEPENDENCE	CAPITAL(S)	FORMER LEGAL STATUS
Ethiopia (includes Eritrea)	Since Ancient times	Addis Ababa	-----
Liberia	1847	Monrovia	Private colony
Republic of South Africa (includes Walvis Bay)	1931	Pretoria and Capetown	British colonies and independent republics
United Arab Republic	1922	Cairo	British Protectorate
Libya	12/24/51	Tripoli, Benghazi, and Baida	Former Italian colony jointly administered since World War II by France and Britain
The Sudan	1/1/56	Khartoum	Anglo-English Condominium
Morocco	3/2/56	Rabat	French and Spanish protectorates, International Zone of Tangier
Tunisia	3/20/56	Tunis	French Protectorate
Ghana	3/6/57	Accra	British colony, and protectorate, British U.N. Trust territory (British Togoland)
Guinea	10/2/58	Conakry	French overseas territory
Cameroon	1/1/60	Yaounde	French and British U.N. trust territories
Togo	4/27/60	Lome	French U.N. trust territory
Malagasy Republic (Madagascar)	5/26/60	Tananarive	Autonomous member, French community.

1 The Federal Republic of Cameroon was formed Oct. 1, 1961, when Southern British Cameroons joined the Republic of Cameroon. Southern British Cameroons was previously a U.N. trust territory under British administration, and the Republic of Cameroon, which had become independent on Jan. 1, 1960, was previously a United Nations trust territory under French administration.

Political Divisions of Africa (cont'd)

STATE	DATE OF INDEPENDENCE	CAPITAL(S)	FORMER LEGAL STATUS
Democratic Republic of the Congo	1960	Kinshasa	Belgian Colony
Somali Republic (includes Somalia and British Somaliland)	7/1/60	Mogadiscio	Italian U.N. trust Territory
Dahomey	8/1/60	Porto Novo	Autonomous member, French Community
Niger	8/3/60	Niamey	Autonomous member, French Community
Upper Volta	8/5/60	Ouagadougou	Autonomous member, French Community
Ivory Coast	8/7/60	Abidjan	Autonomous member, French Community
Republic of Chad	8/11/60	Fort Lamy	Autonomous member, French Community
Central African Republic	8/13/60	Bangui	Autonomous member, French Community
Republic of the Congo	8/15/60	Brazzaville	Autonomous member, French Community
Gabon	8/17/60	Libreville	Autonomous member, French Community
Senegal	8/20/60 ²	Dakar	Member state of Federation of Mali; seceded to proclaim independence
Mali	9/22/60 ²	Bamako	Member state, as "Soudanese Republic," of Federation of Mali

² The Republic of Senegal withdrew from the Federation of Mali (which became independent on 6/20/60) on Aug. 20, 1960, proclaiming itself an independent Republic on that date. The Soudanese Republic, the other constituent entity within the former Federation, proclaimed itself the Republic of Mali on Sept. 22, 1960.

Political Divisions of Africa (cont'd)

STATE	DATE OF INDEPENDENCE	CAPITAL (S)	FORMER LEGAL STATES
Nigeria	10/1/60	Lagos	British Colony and protectorate and U.N. trust territory
Mauritania	11/28/60	Nouakchott	Autonomous Member, French Community
Sierra Leone	4/27/61	Freetown	British colony and protectorate
Tanzania	12/9/61	Dar es Salaam	British U.N. trust territory
Burundi	7/1/62	Bujumbura	Belgian U.N. trust territory
Rwanda	7/11/62	Kigali	Belgian U.N. trust territory
Algeria	7/3/62	Algiers	Fifteen departments of the French Rep.
Uganda	10/9/62	Kampala	British Protectorate
Kenya	12/12/63	Nairobi	British colonial territory
Malawi	1964	Zomba	British protectorate and self-governing colony
Zambia	1964	Lusaka	In Federation of Rhodesia Nyasaland 1953-1963
Gambia	1965	Bathurst	Self-governing British protectorate since 1902
Botswana	1966	Gaborone	British protectorate
Lesotho	1966	Maseru	Self-governing British colony
Mauritius	1966	Port Louis	British colony

NON - INDEPENDENT TERRITORIES

(Grouped by Metropole)

TERRITORY	CAPITAL	PRESENT LEGAL STATUS
<u>France</u>		
Comoro Islands	Dzaoudzi	Overseas territory
Europa, Juan de Nova, Bassas da India, Iles Glorieuses, etc.	No capital	Small islands adjacent to Madagascar which have remained under the French ministry charged with over- seas departments and ter- ritories as unclassified possessions.
French Somaliland	Djibouti	Overseas territory
Reunion	Saint Denis	Overseas department of the French Republic
<u>Portugal</u>		
Angola (includes Cabinda)	Luanda	Overseas province of Portugal
Cape Verde Islands	Praia	Overseas province of Portugal
Mozambique	Lourenco Marques	Overseas province of Portugal
Portuguese Guinea	Bissau	Overseas province of Portugal
Sao Tome e Principe	Sao Tome	Overseas province of Portugal
<u>Spain</u>		
Fernando Poo (Fernando Poo, Anno- bon, and adjacent islands)	Santa Isabel	African province of Spain
Ifni	Sidi Ifni	African province of Spain
<u>Plazas de soberania</u>		
(Ceuta, Islas, Chaf- arinas, Melilla, Penon de Velez de la Gópera, and Penon de Alhucemas)	No capital	Spanish possession (Plaza de soberania)
Rio Muni (Rio Muni, Corisco, Great Elobey Little Elobey, and adjacent islands)	Bata	African Province of Spain

Non-Independent Territories (cont'd)

TERRITORY	CAPITAL	PRESENT LEGAL STATUS
<u>Republic of South Africa</u> South-West Africa	Windhoek	League of Nations mandate administered by the Republic of South Africa
<u>United Kingdom</u> Seychelles	Victoria	Colony
Swazi and Zanzibar and Pemba	Mbabane Zanzibar	Protectorate Protectorate

(The preceding charts taken from The Changing Map of Africa, by Robert D. Hodgson and Elvyn A. Stoneman. (D. Van Nostrand Company, Inc., 1963), pp. 16-20 and updated from Africa Report, 1966)

COUNTRY	CAPITAL	DATE OF INDEPENDENCE	INDEPENDENCE LEADER OR LEADERS	GOVERNMENT STRUCTURE ACCORDING TO CONSTITUTION (1960)
Argentina	Buenos Aires	1816	Jose de San Martin	Federation of States President elected for 6-year term Two-house legislature
Bolivia	La Paz Sucre	1825	Simon Bolivar Antonio Jose de Sucre	President elected for 4-year term Two-house legislature
Brazil	Rio de Janeiro	1822	Dom Pedro I	Federation of States President elected by people for 5 years Two-house legislature
Chile	Santiago	1810	Bernardo O'Higgins Jose de San Martin	President elected for 6 years Two-house legislature
Colombia	Bogota	1819	Simon Bolivar	President elected for 4 years Two-house legislature
Costa Rica	San Jose	1821	Juan Rafael Mora Manuel Jose Arce	President elected for 4 years One-house legislature Army abolished as a permanent institution Voting compulsory

Leader of United Provinces of Central America

Latin American Political Review (cont'd)

COUNTRY	CAPITAL	DATE OF INDEPENDENCE	INDEPENDENCE LEADER OR LEADERS	GOVERNMENT STRUCTURE ACCORDING TO CONSTITUTION (1960)
Cuba	Havana	1902	Jose Marti	President-Prime Minister with executive power <u>De facto</u> Government after February 1959, pending elections
Dominican Republic	Santo Domingo	1844	Jan Pablo Duarte	President with strong executive power Two-house legislature
Ecuador	Quito	1822	Antonio Jose de Sucre	President elected for 4-year term Two-house legislature
El Salvador	San Salvador	1821	Jose Matias Delgado	President elected by people One-house legislature
Guatemala	Guatemala City	1821	Manuel Jose Arce ¹	President elected for 6-year term One-house legislature
Haiti	Port-au-Prince	1804	Toussaint L'Ouverture Jean Jacques Dessalines Henri Christophe	President elected for 6-year term Two-house legislature
Honduras	Tegucigalpa	1821	Francisco Morazan	President elected for 6-year term One-house legislature

1821-1822 United Provinces of Central America



Latin American Political Review (cont'd)

COUNTRY	CAPITAL	DATE OF INDEPENDENCE	INDEPENDENCE LEADER OR LEADERS	GOVERNMENT STRUCTURE ACCORDING TO CONSTITUTION (1960)
Mexico	Mexico City	1810	Miguel Hidalgo	Federation of States President elected for 6-year term
Nicaragua	Managua	1821	Manuel Jose Arce	President elected for 6 years two-house legislature
Panama	Panama City	1903	Tomas Herrera	President elected for 4 years One-house legislature
Paraguay	Asuncion	1811	Jose de Francia	President elected for 5 years One-house legislature
Peru	Lima	1821	Jose de San Martin Simon Bolivar	President elected for 6-year term Two-house legislature
Uruguay	Montevideo	1825	Jose Gervasio Artigas	Nine-man council with executive power, as in Swiss government Two-house legislature
Venezuela	Caracas	1811	Simon Bolivar	President elected for 5-year term Two-house legislature

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Latin American Political Review (cont'd)

COUNTRY	CAPITAL	DATE OF INDEPENDENCE	INDEPENDENCE LEADER OR LEADERS	GOVERNMENT STRUCTURE ACCORDING TO CONSTITUTION (1960)
Guyana	Georgetown	1966	Cheddi Jagan	Prime Minister One-house legislature

(The above chart taken from Teaching About World Regions, The University of the State of New York, Albany, 1963; pages 261-262.)