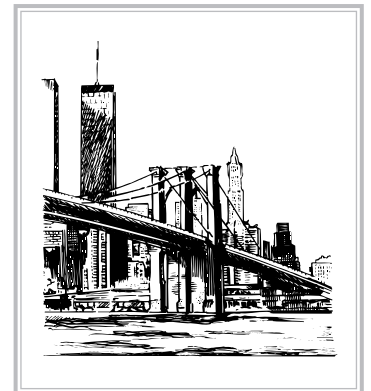
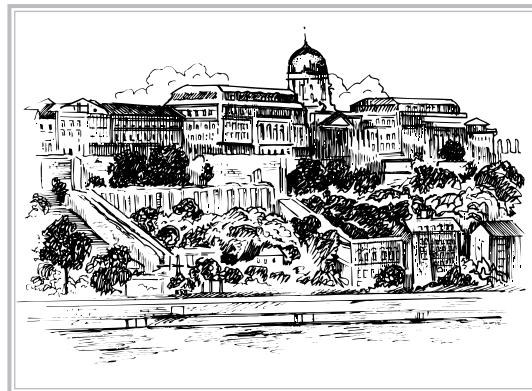
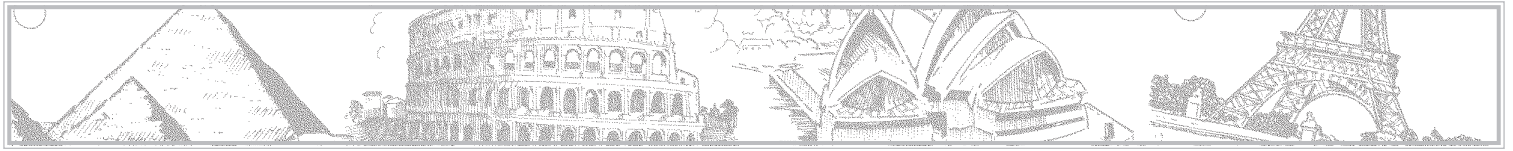


CIRCLING THE WORLD FASCINATING CITIES

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Contents

Introduction	4	Perth, Australia.....	95
Africa	5	Sydney, Australia.....	98
Abidjan, Côte d'Ivoire	6	Europe	101
Addis Ababa, Ethiopia.....	9	Amsterdam, Netherlands.....	102
Cairo, Egypt.....	12	Athens, Greece	105
Cape Town, South Africa.....	15	Barcelona, Spain.....	108
Dakar, Senegal.....	18	Berlin, Germany.....	111
Dar es Salaam, Tanzania	21	Budapest, Hungary	114
Lagos, Nigeria	24	Istanbul, Turkey	117
Nairobi, Kenya	27	Kiev, Ukraine.....	120
Tangier, Morocco	30	London, England	123
Asia	33	Madrid, Spain	126
Bangkok, Thailand	34	Moscow, Russia.....	129
Beijing, China.....	37	Paris, France	132
Calcutta, India	40	Prague, Czech Republic.....	135
Damascus, Syria	43	Reykjavík, Iceland.....	138
Hanoi, Vietnam.....	46	Rome, Italy.....	141
Hong Kong, China	49	Venice, Italy	144
Isfahan, Iran	52	Vienna, Austria.....	147
Jakarta, Indonesia.....	55	North America	150
Jerusalem, Israel.....	58	Mexico City, Mexico	151
Mumbai (Bombay), India	61	Montreal, Canada	154
Seoul, South Korea.....	64	New York City, United States.....	157
Shanghai, China.....	67	Panama City, Panama.....	160
Singapore, Singapore.....	70	San Francisco, United States.....	163
Australia and New Zealand	73	Toronto, Canada	166
Adelaide, Australia	74	South America	169
Auckland, New Zealand.....	77	Bogotá, Colombia	170
Brisbane, Australia.....	80	Buenos Aires, Argentina.....	173
Canberra, Australia	83	La Paz, Bolivia	176
Darwin, Australia	86	Rio de Janeiro, Brazil	179
Hobart, Australia.....	89	Answer Key	182
Melbourne, Australia	92		



Introduction

Fascinating Cities is a perfect complement for your units of study on world geography! Divided into six continental regions to correlate with the Australian Curriculum: Geography for Years 4–6, *Fascinating Cities* is intended to help you give your primary-age students an understanding of the amazing variety of places throughout our world. Fifty-seven specific cities are described and explored.

Every place explored in *Fascinating Cities* is introduced through an initial information page that gives important geographical information about the city. Each information page contains a few questions, some of which may be answered by carefully reading the page, while others require further research in order to challenge your students. Vocabulary words are printed in bold type to alert you and your students to an avenue of study that might need to be researched.

Following the information page for each city is a page with four projects, ready to be cut out and attached to index cards for easy filing in a learning centre. These projects can be approached individually or as a team effort. Each of the four activities falls within a different learning area or skill set, supporting the integration of geography education with learning in other subjects. To complete your learning centre on a particular place, a third activity page offers a variety of smaller activities – research projects, mazes, crosswords and creative writing or drawing exercises.

The activities in *Fascinating Cities* are a great way to introduce students in Years 4–6 to the study of continents prescribed in the Australian Curriculum: Geography. The table below displays the content descriptions and elaborations from the Geographical Knowledge and Understanding strand that deal specifically with the continental regions addressed in this book. However, the resources provided are also effective when used to support integrated study across a range of curriculum subjects, including science, civics and citizenship, the arts, history and more.

Continents in the Australian Curriculum: Geography Knowledge and Understanding Strand for Years 4–6

Year 4	<p>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents (ACHGK020)</p> <ul style="list-style-type: none"> • using geographical tools, for example, a globe, a wall map or digital application such as Google Earth, to identify the major countries of Africa and South America and their relative locations • using a globe to investigate the Great Circle routes of aeroplane travel between Australia and the major countries of Africa and South America • researching the main types of natural vegetation and native animals in a climate zone in Australia and comparing them with those found in a similar climate in Africa or South America
Year 5	<p>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents (ACHGK026)</p> <ul style="list-style-type: none"> • using geographical tools, for example, a globe, wall map or digital application such as Google Earth, to identify the relative location of the major countries of Europe and North America and their environmental characteristics • researching the changes made by people to a particular environment in a country in Europe or North America
Year 6	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</p> <ul style="list-style-type: none"> • using geographical tools, for example, a globe wall map or digital application such as Google Earth to identify the geographical division of Asia into North-East, South-East, South Asia and West Asia (the Middle East) • exploring the diversity of environments, in the Asia region, or in part of the region, or in a country in either North-East, South-East or South Asia • investigating the differences in the population size, density, life expectancy and per capita income between countries across the world • describing the location of places in countries of the Asia region in absolute terms using latitude and longitude

Adapted from ACARA 2014, *Australian Curriculum: Geography*,
<http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/geography/Curriculum/F-10>



Africa

Africa is the second largest continent. It has over 50 independent countries and political units. It is a continent of contrast, with untouched natural beauty and modern cities, rainforests and deserts.

In the early 1900s, Europeans colonised Africa in order to control its valuable resources. Africans fought the European takeover and by the middle of the century many of the colonies were independent. Unfortunately, many leaders of the new nations were not prepared for the economic and social problems that followed. In some cases, military officers overthrew the new governments and created dictatorships. Wars among culture groups still threaten the continent.

The six countries of northern Africa have close ties to Europe and the Middle East. They form a region apart from the African countries south of the Sahara. Most of the people living in Mauritania, Morocco, Algeria, Tunisia, Libya and Egypt speak Arabic and practise the Islamic religion.

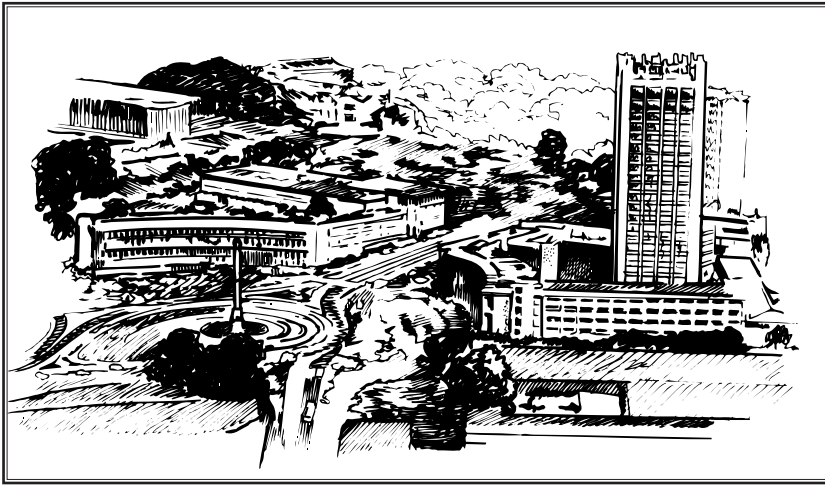
There are about 900 million people in Africa today. Most of the people live in rural areas, earning money by growing crops or raising livestock. Others have moved to the cities for better jobs and a modern way of life. Many African countries need foreign aid to support their people.

Africa produces most of the world's supply of cassava, cocoa beans and yams. There are also large deposits of copper, diamonds, gold and petroleum. Tourists, drawn to the continent because of its wildlife, are important to the economy of Africa. Wildlife, including giraffes, elephants, lions and zebras, live on the grasslands of eastern and southern Africa.

The continent has the world's longest river, the Nile, the largest desert, the Sahara, and the highest single mountain, Mount Kilimanjaro.



Abidjan, Côte d'Ivoire



Abidjan, which lies along the Ébrié Lagoon, is one of West Africa's most beautiful and busiest port cities. This is a modern city, sometimes called the "Paris of Africa" because of its European-style shops, **condominiums** and restaurants. It is in **sharp contrast** to the Ivory Coast's small villages where just a short distance outside the city you are more likely to find straw-roofed huts and mud roads.

The city has five main **districts**: the Plateau, Cocody, Macory, Treichville and Adjamé. The Plateau is the centre of Abidjan's business district with high-rise office buildings, French restaurants and **boutiques**. The Cocody and Macory districts are home to wealthy residents of the city. Their homes have air conditioning, beautiful gardens and swimming pools. The Macory district has foreign **embassies**, government buildings and fancy hotels. Also in Macory is the **futuristic** St Paul's Cathedral. The building looks like an **ivory-tusked** elephant.

Treichville and Adjamé are overcrowded with Ivoirians and immigrants from other West African countries. Treichville has a large open-air market and street vendors which are famous for a wide **variety** of **exotic** foods and traditional crafts. Some stands feature good luck **charms** called *gris-gris*, which are made from wild animal fur, **hides** and teeth. At night, the **cobblestone** streets are filled with the sound of traditional African music and dancers.

In the Adjamé District, the shores of the Banco River are **lined** with washermen doing the laundry of the wealthier residents of Abidjan. They beat the clothes against the rocks to clean them. Although they never number or mark the clothes, the washermen rarely mix up an **order**.

Answer in complete sentences:

1. What animal does Abidjan's St Paul's Cathedral resemble?
2. What is *gris-gris*?
3. Name the five districts of Abidjan.
4. In what part of Africa is the Ivory Coast?
5. Where is the Banco River?

Website:

www.en.wikipedia.org/wiki/Côte_d'Ivoire



Access this reproducible resource at: go.hbe.com.au



Humanities

You will need:

- ✓ nonfiction information about French history and the Ivory Coast
- ✓ paper
- ✓ pencil

Explain how the people of the Ivory Coast resisted French rule. Make a time line to explain the sequence of events that led to the colony's independence from France.

Research

You will need:

- ✓ nonfiction books about Côte d'Ivoire
- ✓ paper
- ✓ pencil

Who was Félix Houphouët-Boigny? What part did he play in Côte d'Ivoire's independence?

Music

You will need:

- ✓ nonfiction books about African musical instruments and Côte d'Ivoire
- ✓ paper
- ✓ pencil

What is a *balafon*? Make a drawing of the instrument and explain how it is constructed and played. Choose another African instrument and explain how it is constructed and played.

Research

You will need:

- ✓ nonfiction books about Côte d'Ivoire
- ✓ paper
- ✓ pencil

What is a *pagne*? Explain how it is worn by both men and women.





Coffee and Chocolate Products

Much of the Côte d'Ivoire's coffee beans and cocoa seeds move through the port of Abidjan. These crops are very important to the economy of the country.

Complete two of the following projects on either cocoa or coffee. Use at least three different sources from the library or the internet to complete each project.

- ▲ Explain the climate and soil requirements of these crops.
- ▲ Research the appearance and size of each kind of plant. Make drawings to scale using authentic colours.
- ▲ Draw a flow chart showing either of the raw products from harvest to the supermarket shelf.
- ▲ Explain the nutritional value or health concerns associated with these products.
- ▲ Make lists of processed foods that contain either coffee or cocoa. Put a tick by the products used by your family.
- ▲ Do research to find how the cocoa and coffee crops were affected by the drought of 1982 to 1984.

Write the name, author and publisher of your printed sources or the name and website address of your internet sources.

Project I

Project II

