GIS Day 2001

Africa Colonizers and Tribal Boundaries

Tribal Boundaries

Africa Colonizers
- Belgium
- Egypt
- France
- Great Britain
- Great Britain and France
- Great Britain and Italy
- Italy
- Portugal
- South Africa
- Spain
- never colonized
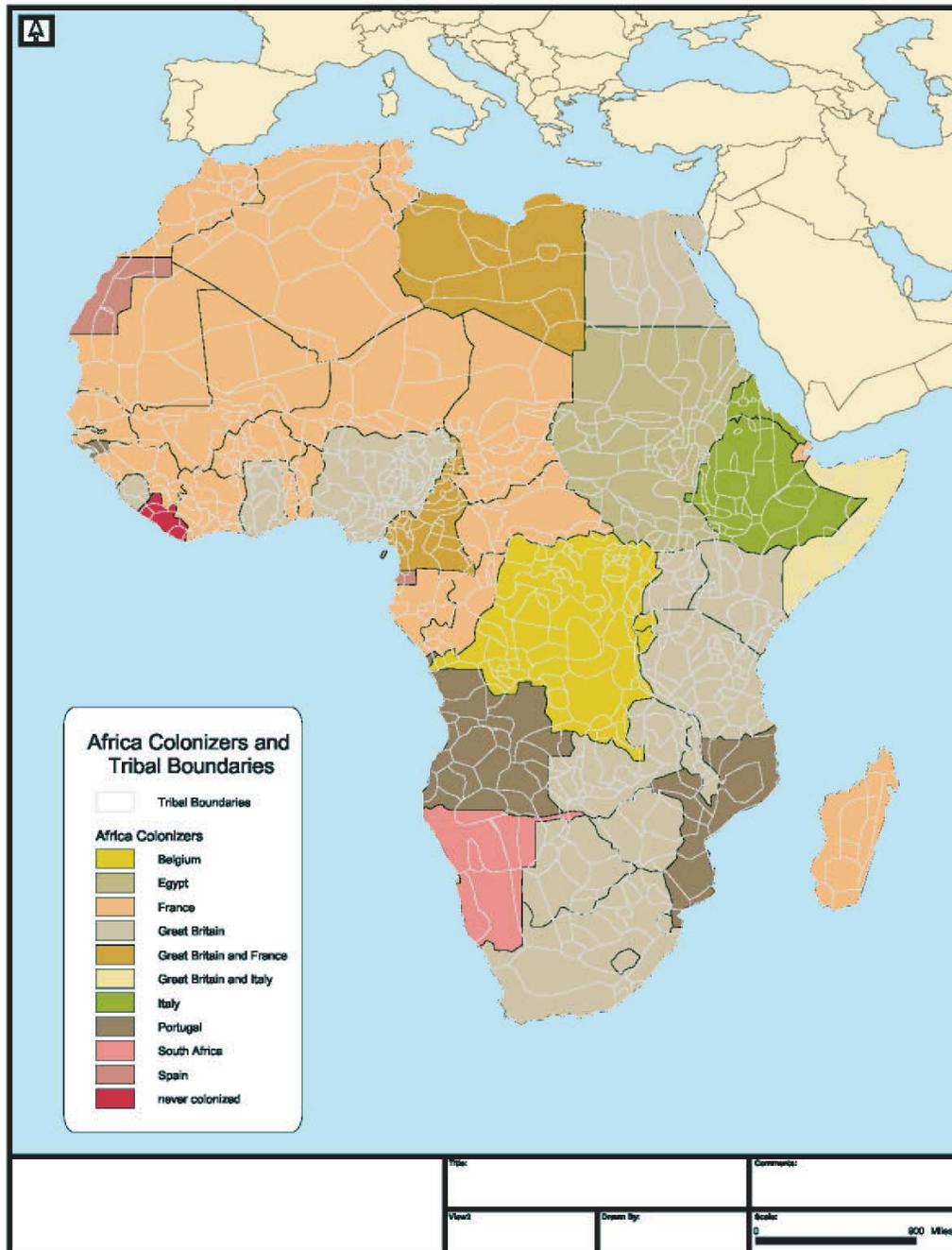
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This CD was produced by BAAMA to help inform teachers on the benefits of GIS in the classroom. See www.baama.org for more information on GIS in the Bay Area. All data from this CD should be loaded on the C: drive so the directory reads - C:\GIS Day '01

Prior to Using ArcExplorer be sure to browse arcexploreruserguide.pdf
Start ArcExplorer
Open Project - C:\GIS Day '01\GIS Projects\Africa_boundaries.aep

Two layers listed:
Africa_Colonial.shp - 1994 World Political Boundaries with data on Colonial History of Africa
Africa Tribes.shp - Derived from "World Regional Geography, A Question of Place" by English, Paul Ward and Miller, James A. John Wiley & Sons, 1989.
      The African Tribal boundaries establish a bench mark for the diversity of the continent. When the political boundaries are superimposed, the lack of continuity between the two is obvious. In light of the recent history of African instability, following a wave of independence in the 1960's, revisting the historic cultural boundaries can shed light on the current cultural and political instabilities.

The Standards (Pg. 132) emphasize the concept of global expansion and colonialism.
10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines. *

Of particular interest is part 2 of 10.4:

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

Make sure Africa_Colonial is the active layer. Click on the layer you wish to make active. This will give it a raised edge, making it appear closer than the neighboring layers.

Turn on Maptips
Select CLNZE_NM as the field to view.   Other fields contained in this file are:
        CLNZE_NM contains data on the Name of the Colonizers of each present day African Nation.
        CLNY_YR contains data on the year the Nation was initially and formally colonized
         IND_YR contains data on the year the Nation gained Independence
        CLNY_RNG contains data from CLNY_YR grouped into clusters of years to aid in interpretation
        IND_RNG contains data from IND_YR grouped into clusters of years to aid in interpretation

Hover the mouse over several different countries. Note the name of the Colonizing Country. Hover over the Western Sahara. Which Country is a dominant power in the region? Which Countries have small holdings in the region?
Which Country was never colonized?
Change Maptips to the other two fields described
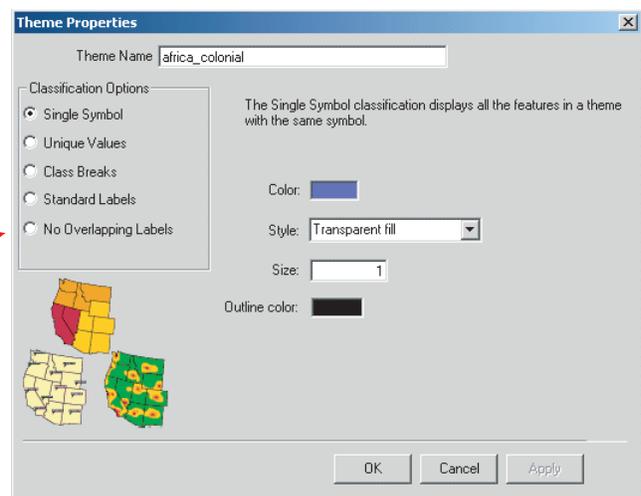above. Experiment with the data of each field.

Adjust Legend by a field from the Africa_Colonial layer:
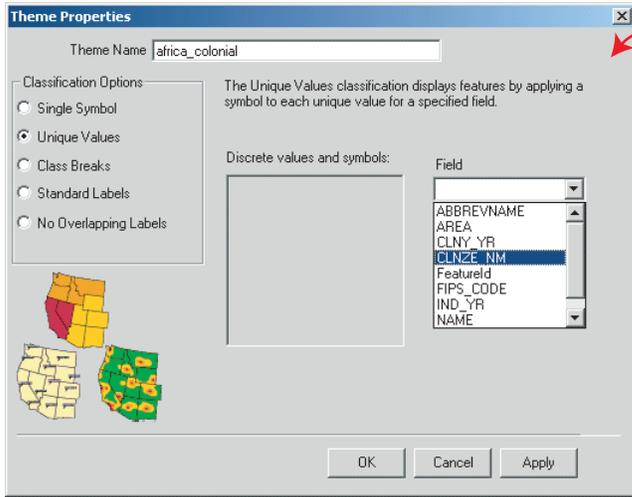 Double left click on the Africa_Colonial Layer
    Current display should look like this: ──────▶

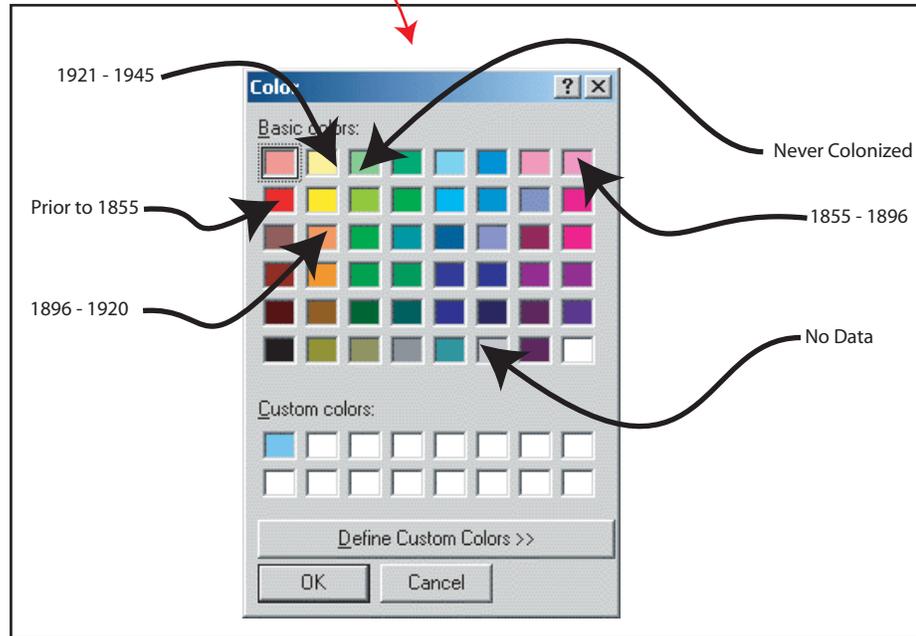*Note the description of the "Style" - Transparent Fill.
This could be misleading. It really means no fill for
the shape (Country outline). You will only see an outline
color. Experiment with other fill types.

Open Theme Properties for the Africa_Colonial Layer.
Change the classification field to CLNY_RNG to view temporal colonization data.
Click on Unique Values in the Theme Properties dialog box.   Select the Field "CLNZE_RNG".

Adjust the colors for each of the Periods of Colonization as directed by clicking on the color associated with each. A color palette will pop-up when the existing color is clicked upon. Save changes to the color scheme.

Hover mouse over countries; note that Maptips are still active. Change Maptips field to CLNY_YR. Hover overcountries to view the year they were colonized.

Add another layer to the project: africa1880.shp
This file contains the boundaries and Names for African nations as of 1880. The layer will load on top of the other layers. Turn off Africa_colonial layer (click on the check mark on the Layer at the left).   Change legend of Africa1880 to a transparent fill. Note the locations where current political boundaries match those of 1880.

Add another layer to the project: colonizer1914.shp
The data in this theme doesn't include all colonies as of 1914, but rather a few where changes were about to occur. Note those territories held by Germany.

Add another layer to the project: colonizer1938.shp
The data in this theme, when compared to the 1914 data, highlights areas where significant changes took place. Of special note are Egypt, Sudan, Ethiopia, and Somalia. The ruling structure of each of these countries changed dramatically in the thirty years following WWII. The legacy of these nations involvement can still be felt in many of these regions as they seek to forge an identity separate from their former colonial rulers.

While Africa has been the focus to this point, the standards call for a more in depth study of Ghana and South Africa.

From the California Framework "The last major topic in this course in the study of nationalism in the contemporary world, illustrated by brief analyses of four pairs of nations that are connected either by political ideology (Soviet Union and China) or by regional location (Israel and Syria, Ghana and South Africa, and Mexico and Brazil). In the development of these case studies, particular attention should be paid to the connections among political systems, economic development, and individual rights. By analyzing the problems that these studies illustrate, students should be able to understand major national and international dilemmas occurring today." (pg. 126)

Many sources exist to supplement the GIS data given here. Within the Other Information folder are several files to aid in the understanding of history, geography, culture, and politics of these African nations.

*The colonial data for Asia has been provided in this CD but was not explained in detail given the repetitive nature of that discussion. A comparitive discussion of the patterns of colonialism in Africa and Asia should be explored independent of this demo.

gh.pdf - CIA World Factbook webpage for Ghana
south_africa.pdf - CIA World Factbook webpage for South Africa
THE LONG ROAD TO GHANA'S INDEPENDENCE - September 1997.htm - A website discussing the history of Ghana.

For information on other countries in the CIA World Factbook Series see
http://www.cia.gov/cia/publications/factbook/index.html

The data viewed to date has shown the flexibility and creativity that can be exercised when using GIS data. Remember, all of this was free, and with a little research, datasets can be found all over the Internet for use in the classroom. There are several methods of data acquisition. The two we will look at are: downloading shapefiles from the web; and streaming live data over the web.

There are many sites that offer GIS data (in ArcExplorer compatible shapefile format). The data for this exercise, africa historic political boundaries were downloaded from:
http://library.thinkquest.org/C006628/frames.html
Websites like this exist all over the web. A simple search for shapefiles with a keyword defining the subject matter of the data can lead to treasure troves of data, again for free.   Downloaded data will need to be viewed on the ArcExplorer browser.

Streaming live data over the web
Streaming live data can be a powerful method to view datasets that may be too large to download. Additionally, data may change over time, and by viewing the data over the web you can be assured of having the most up to date version of the data as provided by the host mapserver. The most comprehensive source of streaming GIS data can be found at:
http://geographynetwork.com
The Geography Network hosts links to streaming datasets from all over the world. Some of the data has a fee associated with its use, while others are free. Searching for data can be rewarding for both Educators and students, as the variety and accuracy of data can be astounding.

We hope this CD has provided an introduction to GIS that will encourage your use of this technology.

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