

MADAGASCAR

Mark It on the Map

Have students turn to page 4 and check Madagascar's geographic location on the map. Then ask students to locate Africa and Madagascar on a world map. Have them identify the waterways that abut Madagascar; the islands to the north, east, and west; and the countries in Africa that are neighbors.

Introduction

Ask if any of the students have ever visited an island. Ask those who have what type of island it was—large, small, inhabited, uninhabited. Then ask them what they think the advantages and disadvantages of living on an island might be. Make a list of their answers (with a reason for each) on the board or a large poster. Use the list as a reference as they study the issue.

Questions for Discussion

- What are the people of Madagascar called? What about their language? To which language is the language of Madagascar most closely related?
- Why are many of the animals found in Madagascar different from those found in other parts of the world?
- Who was Andrianampoinimerina? What does his name mean? What role did he play in Madagascar's history?
- What role did Ratsimilao play in Madagascar's history?
- Why is the rain forest disappearing in the land of the Betsimisaraka? How is this fact affecting their way of life?
- Who are the Mahafaly? Where do they live?
- Who was Darafify? According to legend, how did his journey affect Madagascar?
- According to the legend, how did the "clever boy" save his family?

Writing Workout

Students may complete one or more of the following activities:

- Have students study the image of King Andrianampoinimerina on page 8. Have them write an essay describing what the clothes and position of the figure tell them about the king.
- Describe at least three methods archaeologists have used to learn about the arrival of the early inhabitants in Madagascar and their effect on the island.
- List and describe three ways in which children in Madagascar grow in understanding.
- Look at each of the images on pages 20–23. Choose one you would like to experience and explain why.
- Make a list of words that describe life among the Mahafaly. Next to each word write an explanation of why you chose it. Be specific.
- Make a list of the ways in which ancestors play an important role in the lives of present-day Mahafaly. Write an essay about what you think of "The Clever Boy" tale on pages 34–35.

Think About It

Students may complete one or more of the following activities:

- The people of Madagascar speak many different dialects of the same language. Why do you think this is true? Follow-up: Ask if any students have traveled to other parts of the United States. Have they noticed any difference in the way people speak, the use of expressions, and vocabulary terms. Discuss why these differences exist.

Vocabulary

island	zebu
missionary	rain forest
archaeologist	ancestor
paleontologist	succulent
paleobotanist	herbal medicine
tenrec	

- ➔ Consider the ways a child in Madagascar grows up (pages 12–15). Then consider the ways a child in the United States grows up. Are there any standard ways that apply throughout the United States? Be very specific with your answers, and give a reason for each.
- ➔ Around 1700 there were many pirate settlements along Madagascar’s eastern coastline. Why do you think pirates preferred this area?
- ➔ Read about medical practices on pages 29–31. Think about the increasing interest in natural medicines and homeopathic healing. Then have students consider why it is important to preserve both the plant life in areas such as Madagascar and the medical knowledge of the people in this area.
- ➔ Why do you think Darafify paid no attention to the man who thought his leg was a tree?

What’s in a Name?

Students may complete one or both of the following activities:

- ➔ On page 18, “Betsimisaraka” is translated as “the many who are one.” On page 32, it is translated as “The Inseparable Multitude.” Is there any difference in the translation? Why are both used? Support your answer with specific reasons.
- ➔ Make a list of the Malagasy words found in this issue and their English translations. Hang the list on the wall and try to use these words in conversation.

Act It Out

Read the legend of Darafify to the class. Divide the class into two groups, and assign each a task: dialogue for a skit (including a narrator) and appropriate props and costumes. Make sure everyone has a part. Invite another class to attend the performance of the skit.

Get Into Art

Students may complete one or more of the following activities:

- ➔ Read the tale about the babakoto lemur on page 6. Have students re-create the tale visually by making a collage (bring nature magazines to class), doing a comic-strip type retelling, or performing a skit with appropriate props.
- ➔ Make a list of the Malagasy names found in this issue. Explain what each means. Then, using your imagination, draw an illustration that visually defines each name.
- ➔ Read about the Mahafaly on pages 27–31. Then draw several images that clearly depict some aspect of life among the Mahafaly. Write a brief explanation below each image. Have the students explain their illustrations. Display.

Map It Out

Have students draw an outline of Madagascar on a piece of paper. Ask them to use colored markers and the physical description of the island on pages 4–5 as guides to marking the terrain of the island. Follow-up: Have students find out which areas are the most populated, which support industries, farming, etc., and mark these on the map. Follow with a discussion of the relationship between geographical land features and people-related activities.

Class Projects

Students may complete one or more of the following activities:

- ➔ Divide the class into three groups. Assign each group one of the three main ways in which children grow up in Madagascar (pages 12–15). Have each group design a collage that clearly explains its “way.” Then have a spokesperson present his or her group’s collage to the rest of the class.
- ➔ Assign the nine illustrations on pages 20–23 to individual students or to groups. Have the students compare the subject of each image they are assigned with some aspect of daily life in their world. (Note: Spoons made out of leaves and a communal eating plate resemble the

practice of using crackers with dip.) Copies may be made of each image and placed on a poster with an image from the students' world that shows a similar scene.

➔ Bring to class books and magazines about natural medicines/cures/baby care. Have the students list each illness/health problem/infant-related problem found on pages 30–31 with the corresponding Mahafaly remedy. Then have students look through the magazines and find natural remedies/healing suggestions used today. Next to each Mahafaly remedy, have them list today's remedy. Let them consider the similarities/dissimilarities between the two.

Research Projects

Students may complete one or both of the following activities:

➔ Bring at least five world geography books to class. Divide the class into five groups and give each group a book. Have each group make a list of the large islands in one section of the world (division may be Americas, Europe, Asia, Africa, Australia and the Pacific). Next to each, have them note whether the island is a continent, country, or colony/territory/land area ruled by another country and list the country. Also have them find out the main language spoken on the island and by the population. If possible, have them list the islands in order of land area.

➔ Divide the class into four groups. Assign each group two of the animals listed on page 16. Have each group prepare a poster with an illustration and description (including where in the world the animal is found besides Madagascar) for each of its assigned animals.

Just for Fun

Students may complete one or both of the following activities:

➔ Bring a hot plate and the ingredients for ramazava to school (if possible, divide the responsibility of bringing ingredients/utensils), or have students work with school cafeteria personnel to prepare ramazava.

➔ Try following the basic directions for the game katra on pages 24–26. Once you have mastered these, try the variations on page 26.

Follow These Footsteps

King Andrianampoinimerina
Ratsimilao

Betsimisaraka people
Mahafaly people

Daraffy