

## Essential Question Preview

### How is the story of Africa the story of humankind?

Have the students consider the Essential Question and capture their initial responses.

## Explore the Essential Question

- Summarize the traditions that developed in African culture during the time of the African empires.
- Point out that contact with other countries through trade and travel transformed Africa.

Encourage students to keep the Essential Question in mind as they work through the module. Help students plan inquiries and develop their own supporting questions such as:

*What are some ways the people of Africa have adapted to their environments?*

*What do you think are some of the lasting impacts of foreign contact with the people of Africa?*

You may want to assign students to write a short essay in response to the Essential Question when they complete the module. Encourage students to use their notes and responses to inform their essays.

## Explore the Online Video

### ANALYZE VIDEOS

#### The Golden Age of Africa

Invite students to watch the video to learn about the great trading kingdoms of Africa.

**Analyze Videos** What made Timbuktu a center of culture during this time? *Trade, especially in gold and salt, made the city wealthy. The presence of a major university there attracted visiting scholars, who helped foster a rich intellectual culture.*



## Module 23

# History of Sub-Saharan Africa



### Essential Question

How is the story of Africa the story of humankind?



**About the Photo:** After the 700s, Islam spread throughout West Africa's empires. Muslim architects built mud-walled mosques, where people would meet and pray.

In this module, you will learn about the history of sub-Saharan Africa—Africa south of the Sahara—from early humans to great kingdoms. You will read how Africa's mineral wealth attracted the attention of other cultures, with terrible results. You will also learn how European countries divided up Africa into colonies to gain resources and power.

#### Explore ONLINE!



##### VIDEOS, including...

- The Golden Age of Africa
- Trans-Saharan Trade
- African Slave Trade

- Document-Based Investigations
- Graphic Organizers
- Interactive Games
- Interactive Map: Mali Empire, c. 1300
- Compare Images: Imperialism in Africa

#### What You Will Learn

**Lesson 1: Human Beginnings in Africa . . . . .** 745  
The Big Idea During the Stone Age, the early inhabitants of Africa learned to make tools and to adapt to their environments.

**Lesson 2: Kingdoms in Africa . . . . .** 752  
The Big Idea Between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.

**Lesson 3: Africa in Global Trade . . . . .** 760  
The Big Idea Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.

**Lesson 4: Imperialism and Independence . . . . .** 765  
The Big Idea In the late 1800s, Europeans once again created colonies in Africa and became involved in African politics and economics.

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## Lesson 1 Big Idea

During the Stone Age, the early inhabitants of Africa learned to make tools and to adapt to their environments.

### Main Ideas

- The remains of early humans have been found at sites all around Africa.
- During the Stone and Iron Ages, people learned to make increasingly complex tools and formed Africa's first societies.
- Anthropologists have learned how early Africans adapted to different environments by studying modern cultures.

## Lesson 2 Big Idea

Between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.

### Main Ideas

- Christianity became the major religion in Aksum and Ethiopia.
- Through its control of trade, Ghana built an empire.
- The empire of Mali built upon the foundation laid by Ghana, but the empire fell to invaders in the 1400s.
- Songhai took over West Africa and built a new Islamic empire, conquering many of the lands that were once part of Mali.
- Bantu peoples established several kingdoms as they migrated through Africa.



**Trade** West Africa's salt mines were a great source of wealth. Camels carried salt from Saharan mines to the south to trade for gold.

**Traditions** Many African cultures had no written languages. Instead, storytellers, or griots, kept the cultures of West Africa alive with their stories.



**Human Beginnings** The oldest hominid remains ever discovered were found in East Africa. Anthropologists believe humans first developed in Africa and spread from there to the rest of the world.



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## Lesson 3 Big Idea

Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.

### Main Ideas

- Trade led to the spread of Islam in East Africa.
- Europeans arrived in Africa in search of valuable trade goods.
- The slave trade had terrible effects in Africa.
- Many European countries established colonies in Africa.

## Lesson 4 Big Idea

In the late 1800s Europeans once again created colonies in Africa and became involved in African politics and economics.

### Main Ideas

- The search for raw materials led to a new wave of European involvement in Africa.
- The Scramble for Africa was a race to form colonies there.
- Some Africans resisted rule by Europeans.
- Nationalism led to independence movements in Africa.

## Explore the Images

**Trade** Salt remains a major product in West Africa. Miners gather baskets of salt from the beds of lakes. They then pile the salt in large mounds in the sun to dry.

**Traditions** Many griots committed thousands of stories and legends to memory. Ask students how oral history traditions might compare to written accounts.

**Human Beginnings** The skull on the left is reconstructed from fragments of Australopithecus bones from millions of years ago. On the right is a modern model of a skull for comparison. How are the two similar? How are they different?

### Analyze Visuals

Have students examine the images and answer the following questions:

1. What do these photos tell about traditional African clothing? *It is loose and flowing; cloth includes bright colors and patterns.*
2. What can you learn about the economy of West Africa from the picture of salt? *Possible answer: salt is still being produced and traded*
3. Based on the photo of the two skulls, why might a scientist wonder if the two might have a common ancestor? *Possible answer: the skulls look similar, including similar jaw and eye structures*
4. How has contact with people from other parts of the world led to change in Africa? *Possible responses: Contact led to trade that made some Africans wealthy. However, it also led to the beginning of the slave trade and to the creation of colonies.*

## ► Online Module Flip Cards

Use the flip cards as a whole class activity or in student pairs to preview the module's Key Terms and Places. Students can guess the meaning of each word, then review its definition, or do the reverse, using the flip card's toggle button to switch from "Term" to "Definition" mode. Students can also use the flip cards at the end of the module as a review tool before taking the Module Assessment.

## ► Online Map Activity

Students can use this activity to review some of the locations discussed in this module. To complete, have students drag each label to the correct location on the map.



# Reading Social Studies

## Reading Social Studies

### READING FOCUS

#### Understand Cause and Effect

Discuss with students how reading history requires an understanding of cause and effect. A cause is an action or event that makes something else happen. An effect is the result of a cause.

Use the tips below to help students identify and understand cause and effect in text as they read:

- **Look for words or phrases indicating a cause and effect.** For example, *because* and *as a result of* indicate a clear statement of cause and effect in a sentence or paragraph. In the sentence, "She zipped up her coat because it was cold outside," the cause is *cold weather* and the effect is *zipping up her coat*.
- **Ask "Why?" to discover causes.** If you know something that happened, ask "Why did it happen?" to find the cause or causes.
- **Ask "What happened?" to discover effects.** If you know something that happened, ask "What happened as a result of this?" to find the effect or effects.
- **Realize that each event has one or more causes and one or more effects.** Although they may not be stated clearly in a sentence or paragraph, each cause has an effect, and that effect causes other changes later.
- **Realize that historical events may have more than one cause and more than one effect.**

#### You Try It!

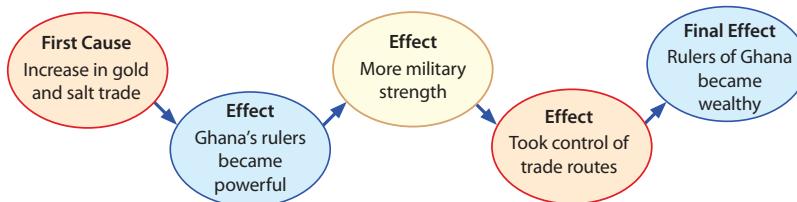
Read the following sentences. Then, use a graphic organizer like the one above to analyze causes and effects. Create as many boxes as you need to list the causes and effects. *Possible answers: First cause: Mansa Musa died; Effect: Maghan took over as ruler; Cause: Maghan was a weak ruler; Effect: Raiders destroyed schools and mosques; Cause: Damage was done by raiders; Effect: Mali weakened and declined.*

## Understand Cause and Effect

### READING FOCUS

To understand a country's history, you should look for cause-and-effect chains. A cause makes something happen, and an effect is what happens as a result of a cause. The effect can then become a cause and create another effect. Notice how the events below create a cause-and-effect chain.

As the trade in gold and salt increased, Ghana's rulers gained power. Over time, their military strength grew as well. With their armies, they began to take control of this trade from the merchants who had once controlled it. Merchants from the north and south met to exchange goods in Ghana. As a result of their control of trade routes, the rulers of Ghana became wealthy.



### YOU TRY IT!

Read the following sentences. Then, use a graphic organizer like the one above to analyze causes and effects. Create as many boxes as you need to list the causes and effects.

When Mansa Musa died, his son Maghan took the throne. Maghan was a weak ruler. When raiders from the southeast poured into Mali, he couldn't stop them. The raiders set fire to Timbuktu's great schools and mosques. Mali never fully recovered from this terrible blow. The empire continued to weaken and decline.

As you read this module, create cause-and-effect chains to help you understand the relationships between events in African history.



# Human Beginnings in Africa

- Stone Age Tools
- Stone Age Cultures in Modern Africa

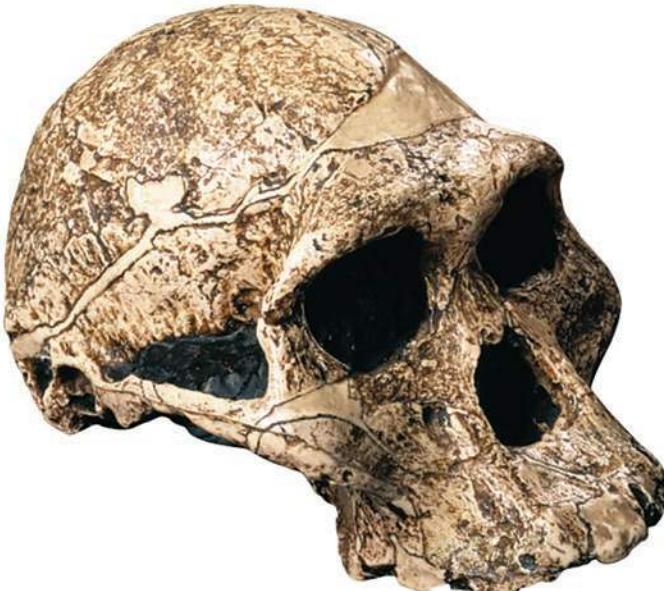
- Paleoanthropology
- The San Today
- Djenné-Djenno



## ► Online Lesson 1 Enrichment Activities

### Paleoanthropology

**Article** Students read about how anthropologists find and study early human remains, then create flowcharts to illustrate the process of anthropological discovery.



### The San Today

**Article** Students read about issues faced by the San people in parts of southern Africa, then write a summary of those issues.



### Djenné-Djeno

**Journal Entry** Students write journal entries as residents of sub-Saharan Africa's oldest city.

# Human Beginnings in Africa

## The Big Idea

During the Stone Age, the early inhabitants of Africa learned to make tools and to adapt to their environments.

## Main Ideas

- The remains of early humans have been found at sites all around Africa.
- During the Stone and Iron Ages, people learned to make increasingly complex tools and formed Africa's first societies.
- Anthropologists have learned how early Africans adapted to different environments by studying modern cultures.

## Key Terms and Places

Olduvai Gorge  
hominids  
hunter-gatherers  
rock art  
nomads

## If YOU lived there ...

You live 200,000 years ago, in a time known as the Stone Age. A member of your group has offered to teach you his skill. You watch carefully as he strikes two black rocks together. A small piece flakes off. You try to copy him, but the rocks just break. Finally you learn to strike the rock just right. You have made a sharp stone knife!

## How will you use your new skill?

## Early Human Sites

The Stone Age was a long period of human development. As the name suggests, people during this period made tools and weapons out of stone—or sometimes bone—because they had not yet learned to shape metals. It is part of the period historians refer to as prehistory, the time before written records.

The Stone Age lasted more than 2.5 million years in some places. Because of how long ago it began, and because of the lack of written records, it is difficult to know what life was like for Stone Age people. However, anthropologists have found hundreds of early human sites that have revealed clues about early societies. The oldest of these sites are all located in Africa.

**Olduvai Gorge** Perhaps the most famous Stone Age site in Africa is **Olduvai Gorge**. This steep canyon is located on the Serengeti Plain in northern Tanzania. Anthropologists working in the gorge have discovered the fossil remains of more than 60 **hominids**, or early ancestors of humans. Examined together, these remains have given scientists their clearest view of how early humans developed and changed.

The first major discovery at Olduvai Gorge was made by British anthropologist Mary Leakey in 1959. Working with her husband, Louis, she uncovered pieces of a hominid skull more than 1.5 million years old. Leakey's discovery was, at the time, the oldest hominid fossil ever found. It was later found to be an *Australopithecus* (aw-stray-loh-PI-thuh-kuhs), one of the earliest ancestors of humans. These early hominids walked on two legs but had much smaller brains than modern humans.

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## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

How will you use your new skill?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider the impact on your PERSONAL NEEDS:

- It will help you become a better hunter.
- It will help you skin animals for clothing.

#### Consider the impact on GROUP NEEDS:

- It will help you protect the group from dangers.
- It will help you provide for the young and weaker members of your group.

**2. Direct Teach** Introduce the Big Idea: *During the Stone Age, the early inhabitants of Africa learned to make tools and to adapt to their environments.* Ask students to brainstorm ideas about the basic needs all humans have (e.g., food, shelter, clothing). Then have students offer their ideas about how early humans might have met these needs. Tell students that in this lesson, they will learn about early humans and their developments over time.

**3. Practice/Assess/Inquire** Have students create an outline of this lesson using the red heads as main points. Ask students to identify at least two main ideas under each of the blue subheads.

**4. Explore** Review students' outlines as a class. Have students identify the points that they believe are the most important or most interesting.

**5. Whole Group Close/Reflect** Tell students that they are reporters covering the excavation of a site where archaeologists have found an early human ancestor. Have each student create a list of ten questions to ask the head of the excavation.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions

### ONLINE DOCUMENT-BASED INVESTIGATION

#### History of Sub-Saharan Africa

The Maasai is the first of four document-based investigations that students will analyze in the History of Sub-Saharan Africa module. The Maasai peoples of East Africa still follow many of the customs and traditions that their ancestors lived by hundreds of years ago. Students can watch the video to learn about traditional Maasai lifestyles.

## Teach the Main Idea

The remains of early humans have been found at sites all around Africa.

**Explain** Why is it difficult to know what life was like during the Stone Age? *The Stone Age was a long time ago, and there are no written records about it.*

**Define** What is a hominid? *an early ancestor of humans*

**Identify** What name do scientists give to modern humans? *Homo sapiens*

**Recall** Where have most of the earliest hominid discoveries been made? *in East Africa*

## More About ...

**Misconception Alert** Charles Darwin published his theory of evolution in 1859. Some people continue to believe that Darwin theorized that humans are descended from apes and that someday the fossils of an "ape-man" would be discovered. In fact, Darwin's theory states that humans are related to present-day apes but that both species are descended from common ancestors.

## ONLINE GRAPHIC ORGANIZER

### Human Beginnings in Africa

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Summarize** How did the development of new tools help lead to the creation of distinct cultures in Africa? *Possible answer: Advanced tools like spears and bows let humans adapt to new environments such as dense forests. As people moved into these environments, they learned to use nearby materials and developed new customs to adapt to their surroundings.*

## ONLINE INTERACTIVE MAPS

### Early Hominid Sites

Have students explore the map using the interactive features and answer the associated questions.

**Location** In which part of Africa are most of these sites located? *East Africa*

In print edition, see map of same title.

- Location** In which part of Africa are most of these sites located? *East Africa*
- Location** What geographic feature is at the center of the largest group of sites? *Lake Turkana*



Explore ONLINE!

### Early Hominid Sites



Australopithecus remains found  
0 300 600 Miles  
0 300 600 Kilometers

#### Interpret Maps

1. Location In which part of Africa are most of these sites located?
2. Location What geographic feature is at the center of the largest group of sites?

About a year later, the Leakeys made another exciting discovery at Olduvai. They found the bones of another hominid. This one, however, was from a more developed species of hominids. Louis Leakey called this new species *Homo habilis*, or “handy man.” Leakey and his son Richard believed that *Homo habilis* was more closely related to modern humans than their earlier finds. They also believed it had a larger brain than earlier hominids.

Over the years scientists have found the remains of two more hominid species at Olduvai Gorge. *Homo erectus*, or “upright man,” is thought to have appeared in Africa about 1.5 million years ago. Scientists think these people walked completely upright and knew how to control fire. They used fire to cook food, for heat, and as protection against wild animals.

Much later, hominids developed characteristics of modern humans. Scientists are not sure exactly when or where the first modern humans lived. Scientists call these people *Homo sapiens*, or “wise man.” Every person alive today belongs to this group.

**Other Discovery Sites** Since the early discoveries at Olduvai Gorge, anthropologists working all over Africa have found remains that add to our understanding of prehistoric people. In 1974, for example, Donald Johanson (joh-HAN-suh) was exploring near Hadar, Ethiopia. There he found bones from an Australopithecus he named Lucy. Tests showed that

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## STRUGGLING READERS

### Key Vocabulary

1. Help students understand key vocabulary before they read the lesson. List the following terms on the board: *hominids*, *hunter-gatherers*, *rock art*, and *nomads*.
2. Explain the meaning of each word to students, and give an example sentence using each word in context.
3. Then pair struggling readers with more proficient readers. Have partners work together to create a set of flashcards.

On one side of an index card, a student should draw a picture that helps show the meaning of each word and then write the word below it. On the other side of the card, the student should write the word’s definition.

4. Have partners use the flashcards to quiz each other on the lesson’s key vocabulary. Students can also use the pictures to help them remember the meanings of the words as they read the text.

\*Alternative Assessment Handbook, Rubric 3: Artwork

## Quick Facts

### Early Hominids

Four major groups of hominids appeared in Africa between 5 million and about 200,000 years ago. Each group was more advanced than the one before it and could use better tools.



Australopithecus

- Name means “southern ape”
- Appeared in Africa about 4–5 million years ago
- Stood upright and walked on two legs
- Brain was about one-third the size of modern humans



Homo habilis

- Name means “handy man”
- Appeared in Africa about 2.4 million years ago
- Used early stone tools for chopping and scraping
- Brain was about half the size of modern humans



An early Stone Age chopper



Homo erectus

- Name means “upright man”
- Appeared in Africa about 2–1.5 million years ago
- Used early stone tools like the hand ax
- Learned to control fire
- Migrated out of Africa to Asia and Europe



A hand ax



Homo sapiens

- Name means “wise man”
- Appeared in Africa about 200,000 years ago
- Migrated around the world
- Same species as modern human beings
- Learned to create fire and use a wide variety of tools
- Developed language



A flint knife

she lived more than 3 million years ago. Soon afterward, Mary Leakey also found evidence that hominids had lived that long ago. In 1976 she found fossilized hominid footprints near Laetoli, Tanzania. The prints were from a hominid who, like Lucy, walked upright.

Most of the earliest hominid discoveries, including the Leakeys’ and Johanson’s, have been made in East Africa. Scholars working other parts of Africa, though, have also made significant finds. At Sterkfontein in South Africa, paleontologists found the remains of several Australopithecus specimens, some as old as Lucy.

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### ONLINE INTERACTIVE CHARTS

#### Stages in Human Development

Have students explore the chart using the interactive features and answer the associated questions.

**Analyze Charts** Which group of hominids was the first to make and use tools? *Homo habilis*

Australopithecus

Homo habilis

Homo erectus

Homo sapiens



### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson’s key terms and places: **Olduvai Gorge, hominids, hunter-gatherers, rock art, nomads.**

## SPECIAL NEEDS STUDENTS

### The Development of Early Humans

1. Have students use information from the text to create timelines that chart the development of hominids and early humans. The timelines should begin with hominids such as Lucy that lived more than 3 million years ago and end with the spread of *Homo sapiens* throughout Africa.

2. Ask students to identify events discussed in the text and when they occurred. Have students place the events on their timelines in the correct order in which they took place.
3. Help students understand that the development of humans took millions of years.

\*Alternative Assessment Handbook, Rubric 36: Timelines

## Teach the Main Idea

During the Stone and Iron Ages, people learned to make increasingly complex tools and formed Africa's first societies.

**Explain** Why did early Stone Age people move from place to place? *They followed animal herds in search of food.*

**Describe** What are the distinguishing features of the Middle Stone Age in Africa? *advances in toolmaking, adaptation to new environments*

**Draw Conclusions** Why was iron the most common metal used to make tools in Africa? *Iron ore can be found in many parts of Africa, and iron tools are strong and sharp.*

### More About . . .

**Prehistoric Jewelry** Researchers in the early 2000s discovered that humans wore jewelry at least 70,000 years ago—much earlier than scientists had previously thought. The earliest jewelry consisted of beads made of seashells. More than 40 such beads were found in Blombos Cave in South Africa in 2004. Some of the beads bore traces of ochre, a natural red pigment.

### ONLINE ANALYZE VIDEOS

#### Making Tools from Stone



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** Why did early humans make tools out of flint? *It was easy to shape and was very sharp when chipped.*

**Reading Check**  
Form Generalizations  
In what parts of Africa have major anthropological discoveries been made?

In addition to these very early sites, anthropologists have discovered the remains of later hominids all around Africa. *Homo habilis* remains have been found in Tanzania, Kenya, and Ethiopia, not too far from the Leakeys' original discovery at Olduvai Gorge. Skeletons from *Homo erectus* and early *Homo sapiens*, though, are more widespread. They have been found all along the rift valleys of East Africa, in southern Africa, and along the Mediterranean in Morocco and Algeria. The discoveries of these sites help scholars trace the spread of early people through the continent.

## The Stone and Iron Ages

Scientists believe that some of the most important achievements in human history occurred during the Stone Age. Humans learned how to make tools and build fires. They also developed language. Such developments, however, took place over a long time. To help organize their studies, scholars of African anthropology divide the Stone Age into three periods.

**The Early Stone Age** The first and longest part of the Stone Age is called the Early Stone Age. It began in East Africa as long as 2.5 million years ago when early people first learned to shape stone into rough tools. By striking small rocks against harder surfaces, people created sharp edges. These sharpened rocks could then be used for such tasks as hunting small animals or digging up roots.

Over time, people developed more complex tools and spread throughout Africa. By about 1 million years ago, for example, they had invented the hand ax. This tool was made of a stone, usually flint, that had been shaped into a rough oval. One side of the oval was sharpened. The opposite end was rounded to make the ax easier to hold. This "handle" end made the hand ax easier to use for hunting, skinning, and scraping than earlier tools.

Early Stone Age people were **hunter-gatherers**, or people who hunted animals and gathered plants, seeds, and nuts for food. People most likely lived in small groups that worked together to find and **distribute** food. These groups moved around in pursuit of animal herds. They took shelter in caves for protection from weather and animals. At times, they decorated these caves or nearby rock formations with **rock art**, or drawings and paintings left on stone. Some African rock art shows elaborate scenes of hunting or other activities. Examples of this art can be found throughout Africa. Many of the best preserved are in the deserts of southern Africa. The dry climate there helped protect the art from wind and rain.

**The Middle Stone Age** The Early Stone Age ended at different times in different parts of Africa. By about 100,000 years ago, however, most people had advanced to what anthropologists call the Middle Stone Age. They learned how to make smaller, finer tools with sharper edges. They also learned how to attach bone or wooden handles to blades to make simple spears, axes, and other tools. Many of these new tools helped people adapt to new environments. Fishing spears, for example, allowed people to get food from the rivers that ran through deep forests. As a result, people could for the first time move into the rain forests of Central Africa.

**Academic Vocabulary**  
distribute to divide among a group of people

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### ONLINE INTERACTIVE VISUALS

#### Carousel: Stone Age Tools

Have students navigate through the carousel and note the different Stone Age tools. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What advantages would a spear give a hunter over a hand ax? *The spear could be used at a greater distance, which would protect a hunter from animal attacks. The spear could also be thrown with greater accuracy.*

#### ADVANCED/GIFTED

##### Tools Used by Early Humans

1. Have students use the library or Internet to learn more about the various tools developed by early humans.
2. Ask each student to select one of the tools and create an illustration that shows how early humans used that tool. Each student should write a brief paragraph that describes the tool and its use to accompany the illustration.
3. Invite volunteers to share their art with the class.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 42: Writing to Inform

#### COMPARE AND CONTRAST

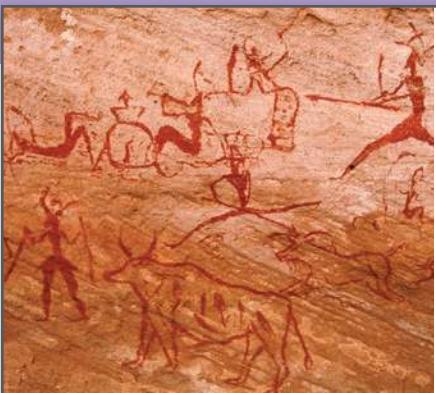
##### Comparing Eras

1. Review with students the periods of early African history.
2. Draw a compare-and-contrast chart and have students copy it. As a class, complete the chart to compare life in Africa in the Early and Middle Stone Ages. Lead a discussion about developments during the Middle Stone Age in Africa.
3. Create additional charts to compare the Middle and Later Stone Ages and the Later Stone Age and Iron Age. Lead discussions on developments in each era.

\*Alternative Assessment Handbook, Rubric 9: Comparing and Contrasting

#### READING CHECK

**Form Generalizations** In what parts of Africa have major anthropological discoveries been made? *East Africa, southern Africa, northern Africa*



Rock Art

Ancient images like this one in the desert of western Libya appear on rock formations around Africa. Anthropologists are not sure what the purpose of the art may have been.

**The Later Stone Age** By about 20,000 years ago technology in Africa had advanced into the Later Stone Age. During this period, people learned how to make more advanced tools, such as knives and saws. They developed the bow and arrow, which made hunting easier. At the same time, new technologies developed. People learned how to make woven baskets and pottery containers for cooking and storage. Near the coasts and along rivers, boats appeared for the first time.

Across the continent, some people learned how to plant crops and herd animals, allowing them to settle in more permanent communities. Agriculture provided a steady supply of food, which allowed populations to grow in these communities. As people settled, they began to develop distinct ways of life. These lifestyles were shaped in large part by the environments in which each group lived. You will learn more about how people were influenced by their environments later in this lesson.

**The Iron Age** The Stone Age ended when people learned how to shape metal into tools. This happened at different times in various parts of the continent. In fact, in some places people did not start to work with metal at all until very recently. In some remote parts of southern Africa, people continued to use stone tools well into the 20th century.

Iron was the most common metal used to make tools in Africa. Iron ore can be found in many parts of Africa, and iron tools are both very strong and very sharp. Anthropologists are not sure how people in Africa first learned to shape iron. Some believe that people developed the technology on their own over many years. Others argue that early Africans probably learned about iron from other civilizations with whom they came into contact. However they developed the technology, evidence shows that Africans had begun making iron tools in some places by about 600 BC.

### Africans Adapt to Different Environments

As people moved into and settled various parts of Africa during the Stone Age, they developed distinct cultures. These cultures were heavily influenced by the natural environments in which they were located. Some were agricultural, while others were based on hunting and gathering.

Despite the lack of written records, anthropologists have been able to make some assumptions about early Africa based on cultures that maintained traditional customs into modern times. Although some members of these cultures have adopted new ways of life, others continue to live as their ancestors did. By studying how these people live and work today, they have formed ideas about how people lived thousands of years ago.

**Reading Check**  
Summarize  
What technological advances did people in Africa make during the Later Stone Age?

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### COLLABORATIVE LEARNING

#### Prehistoric Art

- Tell students that ancient rock art gives valuable clues about prehistoric life, attitudes, and events, just as modern art gives clues about an artist's life and times.
- Organize the class into small groups. Have each group create a mural illustrating some aspect of modern life that is important to them. Student murals may focus on either a single activity or on several activities.
- Display student murals for the class to see.

- Take turns among the groups, and have the groups who did not draw each mural guess what it depicts and tell what they learn from viewing it. Lead a discussion on the significance of the illustrations. If these murals were all that remained of the artists' lives, what conclusions might future archaeologists reach? Would their conclusions be accurate?

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 14: Group Activity

### Teach the Main Idea

Anthropologists have learned how early Africans adapted to different environments by studying modern cultures.

**Explain** Why do the Bambuti not create carvings or paintings? *The Bambuti are nomads, and such creations would have to be carried from place to place.*

**Recall** What materials do the San use to make tools? *wood, bone, reeds, and stone*

**Contrast** How is Maasai culture different from the culture of the Bambuti and the San? *The Maasai are herders rather than hunter-gatherers.*

### More About . . .

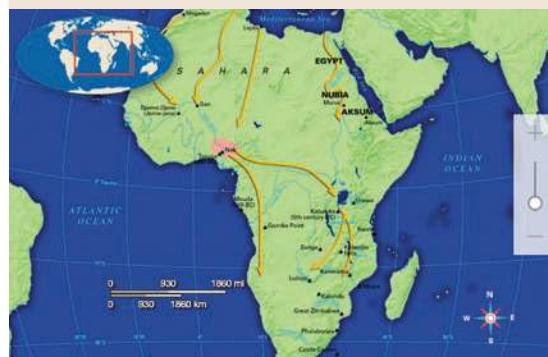
**The Diet of the Maasai** The Maasai traditionally rely on meat, milk, and blood for food. Maasai drink blood on special occasions. It is, for example, given to new mothers and to the sick. Blood is very rich in protein. However, its use in the traditional diet is declining. Recently, the Maasai have introduced other foods into their diet, such as corn, rice, potatoes, and cabbage. Some Maasai have even begun to grow their own food, though this is discouraged in Maasai culture as a crime against nature—many Maasai believe that once land is cultivated, it is unsuitable for grazing animals.

### ONLINE INTERACTIVE MAPS

#### Spread of Ironworking, 500 BC–AD 700

Have students explore the map using the interactive features and answer the associated question.

**Place** Which city probably did not learn the secret of ironworking technology from the Nok? *Djenné-Djeno*



#### READING CHECK

**Summarize** What technological advances did people in Africa make during the Later Stone Age? *knives and saws, bow and arrow, woven baskets, pottery, boats*

## ONLINE INTERACTIVE VISUALS

### Carousel: Stone Age Cultures in Modern Africa

Have students navigate through the carousel and note the different aspects of Stone Age cultures in modern Africa.

Stone Age Cultures in Modern Africa



The Bambuti live in the rainforests of the Democratic Republic of the Congo. They make tools, weapons, and shelter from the wood of the forest. They gather fruit, nuts, and other plants from the forest for food.

← →

## Quick Facts

### Traditional Cultures in Modern Africa

| Bambuti  | San  | Maasai   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Live in the rain forests of the Democratic Republic of the Congo</li><li>• Hunter-gatherers</li><li>• Use wooden tools and weapons to hunt forest animals</li><li>• Gather fruits, nuts, and other wild plants</li><li>• Trade with nearby farmers for food and other products</li></ul> | <ul style="list-style-type: none"><li>• Live in Botswana, Namibia, and Angola, including in the Kalahari Desert</li><li>• Hunter-gatherers</li><li>• Use bows, snares, spears, and other tools to catch desert game</li><li>• Gather wild vegetables, fruits, nuts, and insects</li><li>• Have learned to collect water from deep under desert sands</li></ul> | <ul style="list-style-type: none"><li>• Live near the Great Rift Valley in southern Kenya and northern Tanzania</li><li>• Nomadic herders</li><li>• Keep large herds of cattle and other animals for meat, blood, and milk</li><li>• Trade with neighboring societies for additional food and supplies</li><li>• Celebrated as fierce warriors</li></ul> |



## ONLINE DOCUMENT-BASED INVESTIGATION

### The Maasai

The Maasai people of East Africa still follow many of the customs and traditions that their ancestors lived by hundreds of years ago. Students can watch the video to learn about traditional Maasai lifestyles.

**Analyze Sources** What are some elements of Maasai culture that have not changed as a result of outside influences? *Possible answers: respect and obedience for the *laiion*; methods of herding and pride in cattle ownership; traditional home and settlement styles*

**A Forest Culture** Among the African cultures that anthropologists have studied are the Bambuti of Central Africa. They live deep in the tropical rain forests of the Congo Basin and depend on the forest to provide their needs. They use wood from trees to make bows, arrows, and spears. With these tools they hunt hogs, antelope, monkeys, and other game. Men, women, and children often hunt together. Wild yams, fruits, berries, and other plants add variety to their diet. Many Bambuti groups trade game with nearby communities for tools and additional food.

The Bambuti are **nomads**, or people who move from place to place in search of food or other needs. Most Bambuti live in small groups of 10 to 100 people. For shelter, they build temporary homes of sticks and leaves. As they move to new areas, these homes are abandoned. Their frequent movement has affected many areas of Bambuti society. For example, they do not create carvings or paintings, which would have to be carried from place to place. Music, however, is very important in their society.

**A Desert Culture** Like the Bambuti, the San people have lived for thousands of years as hunter-gatherers. However, their home is in a very different climate. They live in and around the Kalahari Desert in southwest Africa. San hunters today still use tools similar to those made in the region thousands of years ago. These tools, made mostly of wood, bone, reeds,

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## ENGLISH LANGUAGE LEARNERS

### Three Cultures

1. To help students understand the differences between the Bambuti, San, and Maasai cultures, organize the class into groups of three. Assign one culture to each student in a group.
2. Have each student research to find out what traditional life is like for his or her assigned culture. Have students investigate such topics as resource use, tools, food, family, shelter, and music.

3. Once all students have collected some information, have them discuss in their groups how particular aspects of life are similar or different among the three groups. Have the members of each group work together to write three or four sentences about these similarities and differences.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 11: Discussions

and stone, include snares, throwing sticks, bows, and arrows. They hunt wild game and gather wild vegetables, fruits, nuts, and insects to eat.

Like the Bambuti, the San move frequently in search of food, water, and supplies. However, unlike the Bambuti, they do not build temporary homes in various locations. Instead, the San build portable shelters of branches, twigs, and grass. As they travel, they bring these shelters with them. The San live and travel in bands made up of several families. These bands generally include 25 to 60 people.

The harsh conditions of the Kalahari have been a major factor in San life. Over the centuries, they have developed techniques to adapt to their environment. For example, a major concern of any desert culture is finding water. Only one river runs through the Kalahari, and rainfall is rare. During water shortages, the San use long reeds to pull water up from deep beneath the sand, much like you would use a drinking straw. They store the water they have collected in hollowed-out ostrich eggs for future use.

**A Savanna Culture** In the savanna of East Africa, the Maasai people developed a very different culture from the Bambuti and the San. Like the other groups, the Maasai are nomads. However, instead of hunting and gathering, the Maasai herd cattle and other animals to survive. Meat, blood, and milk from their animals are the bases of the Maasai diet.

The Maasai generally live and travel in large clans. Decisions are made by the clan elders, advised by the clan's senior members. Traditionally, the Maasai have been known as fierce warriors, and they continue to train young men in their customs. Warriors in training, usually between 14 and 25 years old, are sent to live apart from the clan. During this time, they learn tribal customs and develop strength, courage, and endurance.

**Summary and Preview** During the Stone Ages, African cultures developed lifestyles largely based on hunting and gathering or herding. In Lesson 2, you will learn how some cultures in West Africa grew more complex and formed the first African empires.

**Reading Check**  
Compare and Contrast  
How are the Bambuti and San cultures alike?  
How are they different?

**Lesson 1 Assessment**

**Review Ideas, Terms, and Places**

- Identify** What is a hominid? What hominids lived in early Africa?  
**Explain** What evidence suggests that early hominids first appeared in East Africa and moved to other parts of the continent later?  
**Synthesize** Olduvai Gorge has been called the "Cradle of Mankind." Why do you think this is so?
- Recall** Into what periods do anthropologists organize their studies of early Africa?  
**Contrast** How were tools in the Middle Stone Age different from tools in the Early Stone Age?  
**Draw Conclusions** How do you think the invention of tools like the bow and arrow changed early people's lives?

- Describe** In what environment do the Bambuti people live? In what environment do the Maasai live?  
**Form Generalizations** How have the San adapted to life in a desert environment?  
**Make Inferences** What types of challenges do members of hunter-gatherer societies face in their daily lives? What challenges do herding societies face?

**Critical Thinking**

- Sequence** Copy the graphic organizer. Use it to highlight changes in how people lived during Africa's prehistoric period.



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## Print Assessment

### Review Ideas, Terms, and Places

- Identify** What is a hominid? What hominids lived in early Africa? *an early ancestor of humans; Australopithecus, Homo habilis, Homo erectus, Homo sapiens*  
**Explain** What evidence suggests that early hominids first appeared in East Africa and moved to other parts of the continent later? *Most of the earliest hominid remains discovered were in East Africa, but evidence of later hominids has been found all around Africa.*  
**Synthesize** Olduvai Gorge has been called the "Cradle of Mankind." Why do you think this is so? *because so many significant discoveries of the earliest hominids were made there*

- Recall** Into what periods do anthropologists organize their studies of early Africa? *Early, Middle, and Later Stone Age*  
**Contrast** How were tools in the Middle Stone Age different from tools in the Early Stone Age? *Middle Stone Age tools were smaller with sharper edges than Early Stone Age tools; many also included handles.*  
**Draw Conclusions** How do you think the invention of tools like the bow and arrow changed early people's lives? *People became more efficient hunters and were better able to adapt to new environments.*

**READING CHECK**

**Compare and Contrast** How are the Bambuti and San cultures alike? How are they different? *The Bambuti and San are both hunter-gather peoples who make tools of wood and travel from place to place. However, the Bambuti live in the jungle and abandon their temporary homes; the San live in the desert and have portable shelters they travel with.*

- Describe** In what environment do the Bambuti people live? In what environment do the Maasai live? *The Bambuti live in tropical rain forests. The Maasai live in and around the desert.*
- Form Generalizations** How have the San adapted to life in a desert environment? *They have learned to hunt and trap desert animals and to build shelters for protection from the sun. They have also developed a method for extracting water from deep desert sand and storing it for later use.*
- Make Inferences** What types of challenges do members of hunter-gatherer societies face in their daily lives? What challenges do herding societies face? *Possible answers: Hunter-gatherers depend on the availability of plants and animals and their own ability to harvest them. As these disappear from an area, people must move in search of new food sources. Herding societies must know where to guide their herds at different times of the year to assure they have food and water and must protect their herds from predators and disease.*

**Critical Thinking**

- Sequence** Draw a series of four boxes. Use it to highlight changes in how people lived during Africa's prehistoric period. *Early Stone Age—lived in hunter-gatherer societies; used rough stone tools like the hand ax; created rock art; Middle Stone Age—made more advanced tools, some with wooden handles; learned to fish with spears; Later Stone Age—made even more advanced tools, like saws, and weapons, like bows; learned to make pottery and baskets; began farming in some places; Iron Age—learned to make metal tools and weapons*

For additional instruction, go to end of lesson.

## ► Online Assessment

1. To which hominid species do all modern humans belong?

- Homo habilis*
- Homo sapiens*
- Homo erectus*
- Australopithecus*

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

All modern human beings belong to the hominid species

*Homo sapiens* ▾.

2. Which of the following were first developed during the Later Stone Age?

Select the **three** correct answers.

- boats
- rock art
- hand axes
- fishing spears
- woven baskets
- bows and arrows

**Alternate Question** Which advanced technology did humans develop during the Later Stone Age?

- hand axes
- fishing spears
- woven baskets
- sharpened rocks

3. How do the Maasai and the Bambuti differ?

- The Maasai are peaceful people, while the Bambuti are fierce warriors.
- The Maasai are nomads, while the Bambuti live in permanent settlements.
- The Maasai live in tropical rain forests, while the Bambuti live in the savanna.
- The Maasai herd cattle to survive, while the Bambuti are hunters and gatherers.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Both the Maasai and Bambuti are *nomads* ▾; however, the Maasai travel with herds of grazing animals that provide them with much of what they need to survive.

4. **Make Inferences** Why do you think that archaeologists have been successful in finding many hominid remains at Olduvai Gorge?

*Olduvai Gorge has been the site of at least 60 archaeological discoveries of hominid species. Because it is located in the Serengeti Plain where many animals live, one can assume that early humans hunted animals there for food and clothing. Since many hominid species have been discovered there, it can be concluded that the Olduvai Gorge had been inhabited for a long period of time.*

5. **Draw Conclusions** Why did the Stone Age end at different times in different locations in Africa?

*Archaeologists mark the end of the Stone Age at the point at which humans began creating tools out of metal instead of stone or bone. Because humans in different parts of Africa developed metal tools at different times, the Stone Age continued longer in those areas where humans relied on stone tools.*

6. **Analyze Information** How have the San people adapted to living in the Kalahari Desert?

*The San people live in and around the Kalahari Desert, where water is scarce. Collecting and storing water is a major concern for the San people, who use long reeds to pull water from below the surface and store water in ostrich eggs for future use. The San are nomads who travel in groups of 25 to 60 people and carry their shelter with them.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 751*

### ADVANCED/GIFTED

#### **Exploring Traditional Cultures**

**1.** Have each student select one of the traditional cultures described in this lesson or a different African culture in which some people still live by traditional ways. Among the traditional cultures that students could select are the Tuareg or the Fulani of West Africa, the Khoekhoe of southern Africa, or the Twa of Central Africa.

- 2.** Direct students to conduct research about their chosen cultures to learn more about their traditional ways of life. Also have students investigate changes that have taken place in how people in the cultures live and challenges that they face today. Have each student write a brief report summarizing his or her findings.
- 3.** Call on volunteers to share their findings with the class. Lead a discussion on some of the major issues threatening traditional ways of life in Africa.

\*Alternative Assessment Handbook, Rubric 30:  
Research



# Kingdoms in Africa

- Christianity in Ethiopia
- West Africa's Loss of Farmland
- Mansa Musa's Pilgrimage
- Djenné

- Trans-Saharan Trade

Visuals

LESSON 2

## Big Idea

Between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

Videos

Maps,  
Graphs, and  
Charts

Extend  
and Enrich

Sources

- **Geographic Feature:** West African Oral History
- **Biography:** Mansa Musa (c. late 1200s–early 1300s)
- **Biography:** Askia the Great (c. 1443–1538)
- The Kingdom of Benin
- Sundiata
- Timbuktu
- The Mutapa Empire

- **Map:** Aksum and Ethiopia, AD 300–1500
- **Chart:** The Silent Barter System
- **Map:** Ghana Empire, c. 1050
- **Map:** The Travels of Ibn Battutah
- **Map:** Mali and Songhai
- **Map:** Songhai Empire, c. 1500
- **Map:** Bantu Migrations, 3000 BC–AD 1100
- **Map:** Bantu Kingdoms, c. 900–1400

- **Document-Based Investigation:** Mali Empire, c. 1300

KEY

- Non-digital resource

## ► Online Lesson 2 Enrichment Activities

### The Kingdom of Benin

**Article** Students read an article about the kingdom of Benin, then design plaques that artists from Benin might have created.



### Sundiata

**Biography** Students read about Sundiata, the man who created the empire of Mali, then create storyboards for a video about the famous ruler.



### Timbuktu

**Video** Students watch a video about the ancient African city of Timbuktu, then create maps of the Trans-Saharan trade routes that led to the city.



► PLAY VIDEO 2:07  
Timbuktu



### The Mutapa Empire

**Article** Students read about the Mutapa Empire of southern Africa, then draw maps of the empire.

## Kingdoms in Africa

### Teach the Big Idea

#### 1. Whole Class Open/Introduction

If YOU lived there . . .

##### Why do you think the traders are so secretive?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

##### Consider the PROS of being secretive:

- They want to trade peacefully.
- They want to keep their source of gold a secret.

##### Consider the CONS of being secretive:

- They might not meet new people to trade with.
- People might treat them suspiciously.

**2. Direct Teach** Introduce the Big Idea: *Between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.* Ask students what life might have been like in West Africa more than 1,000 years ago. Remind them that some parts of the region are hot and dry most of the year. Explain to students that they are going to learn about economic and geographic factors that shaped early African kingdoms.

**3. Practice/Assess/Inquire** Review with students the history of the kingdoms of Africa, including major rulers. Have students work with partners to create a children's book that briefly outlines the history of one of the kingdoms.

**4. Explore (Collaborative Exploration)** Have students exchange and read each other's children's books as a review of the information from the section.

**5. Whole Group Close/Reflect** Have each student write a book review of another group's book.

\*Alternative Assessment Handbook, Rubrics 3: Artwork; and 42: Writing to Inform

##### The Big Idea

Between 300 and 1500, the people of Africa formed powerful kingdoms in several parts of the continent.

##### Main Ideas

- Christianity became the major religion in Aksum and Ethiopia.
- Through its control of trade, Ghana built an empire.
- The empire of Mali built upon the foundation laid by Ghana, but the empire fell to invaders in the 1400s.
- Songhai took over West Africa and built a new Islamic empire, conquering many of the lands that were once part of Mali.
- Bantu peoples established several kingdoms as they migrated through Africa.

##### Key Terms and Places

Coptic Christianity  
silent barter  
Timbuktu  
mosque  
Gao  
Djenné  
Bantu migration

If YOU lived there . . .

You are a trader, traveling in a caravan from the north into West Africa in about 1000. The caravan carries many goods, but the most precious is salt. Salt is so valuable that people trade gold for it! You have never met the mysterious men who trade you the gold. You wish you could talk to them to find out where they get it.

##### Why do you think the traders are so secretive?

### Christian Kingdoms in Africa

As Stone Age people in Africa began to settle in communities, they developed more complex societies. Over time, some of these communities grew more powerful and formed kingdoms.

**Aksum** One of the new kingdoms that developed was Aksum (AHK-soom), located near the Red Sea in northeast Africa. This location made it easy to transport goods over water, and Aksum became a major trading power as a result. Traders from inland Africa brought goods like gold and ivory to Aksum. From there, the items were shipped to markets as far away as India. In return for their goods, the people of Aksum received cloth, spices, and other products.

Because Aksum was a thriving trade center, people from various cultures gathered there. As these people met to trade goods, they also traded ideas and beliefs. One of the beliefs brought to Aksum by traders was Christianity. Christian teachings quickly took hold in Aksum, and many people converted. In the late 300s, Aksum's most famous ruler, King Ezana (AY-zah-nah), made Christianity the kingdom's official religion.

As a Christian kingdom, Aksum developed ties with other Christian states. For example, it was an ally of the Byzantine Empire. However, contact with these allies was cut off in the 600s and 700s, when Muslim armies from Southwest Asia conquered most of North Africa. Although Aksum itself was never conquered, its major ports were taken by the Muslims. As a result, the kingdom became isolated from other lands. Cut off from their allies and their trade, the people of Aksum retreated to the mountains of northern Ethiopia.

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### ONLINE GRAPHIC ORGANIZER

#### Kingdoms in Africa

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Summarize** What activity brought African kingdoms into contact with others? *trade*

### LINK TO HISTORY

#### The Churches of Lalibela

**1.** Ask students to create a multimedia presentation on the rock churches of Lalibela, Ethiopia. Students' presentations should include information about the history of the churches' construction as well as their importance to modern Ethiopian Christians.

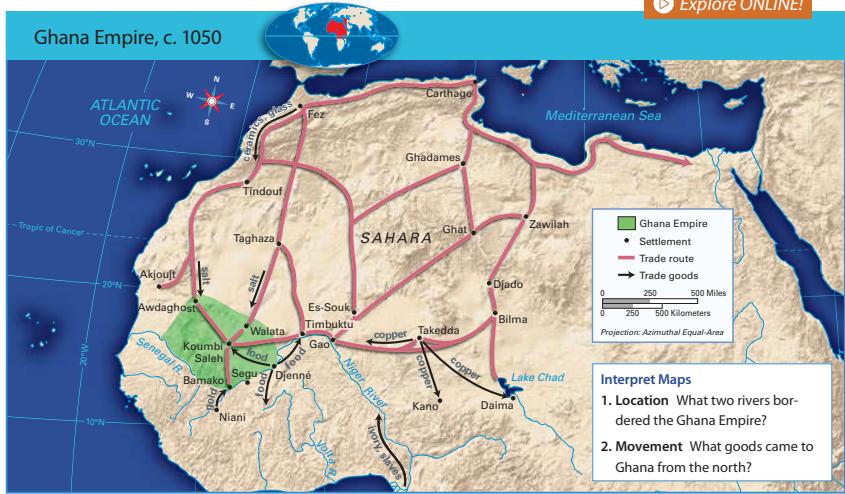
**2.** Encourage students to include photos of several of the churches as well as activities associated with them. The photos should illustrate the features of the churches, such as their intricate wall paintings, different forms of crosses, and fragile windows.

\*Alternative Assessment Handbook, Rubric 22: Multimedia Presentations

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **Coptic Christianity, silent barter, Timbuktu, mosque, Gao, Djenné, Bantu migration.**



**Reading Check**  
Sequence How did Christianity take hold in parts of Africa?

**Ethiopia** In time, the descendants of the people of Aksum formed a new kingdom called Ethiopia. By about 1150 Ethiopia had become a powerful trading state.

Like Aksum, Ethiopia was a Christian kingdom. The most famous of Ethiopia's rulers was King Lalibela, who ruled in the 1200s. He is famous for the 11 churches he built, many of which still stand. The churches of Lalibela were carved into solid rock, many of them set into the ground. Impressive feats of engineering, these churches also show the Ethiopians' devotion to Christianity. Their religion set the Ethiopians apart from their neighbors, most of whom were Muslim.

Shared beliefs helped unify Ethiopians, but their isolation from other Christians led to changes in their religion. Over time, some local African customs blended with Christian teachings. This resulted in a new form of Christianity in Africa called **Coptic Christianity**. The name *Coptic* comes from an Arabic word for "Egyptian." Most Christians who live in North Africa today—including many Ethiopians—belong to Coptic churches.

### Ghana Controls Trade

For hundreds of years, trade routes crisscrossed West Africa. For most of that time, West Africans did not profit much from the Saharan trade because the routes were run by Berbers from northern Africa. Eventually, that situation changed. Ghana (GAH-nuh), an empire in West Africa, gained control of the valuable trade routes. As a result, Ghana became a powerful state.

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### SUMMARIZE

#### The Stelae of Aksum

**Materials:** cardstock strips, scissors, tape

1. Direct students' attention to the photo of the stone pillar in the digital book. Tell students that Ezana and other Aksum rulers created such stelae (STEE-lee), or stone monuments, as permanent records of history. Have students research more about the stelae of Aksum.

2. After students have finished their research, distribute cardstock strips and have students create their own three-dimensional stelae. Tell students to fold and unfold their cardstock so the stelae can lie flat for writing.
3. Tell students to "inscribe" their stelae with facts about Aksum or King Ezana.
4. When students have finished, have volunteers display their work to the class.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 3: Artwork

### Teach The Main Idea

Christianity became the major religion in Aksum and Ethiopia.

**Explain** How did Aksum rise to power? through trade and alliances with powerful states

**Identify Cause and Effect** Why did Aksum decline?

Muslim armies cut off contact with its allies in the 600s and 700s and took its major ports.

**Recall** How did the religion of Ethiopia set it apart from its neighbors? Unlike their neighbors, the people of Ethiopia were Christians.

### More About ...

**Society in Aksum** Archaeological evidence suggests that Aksum was a hierarchical society with a king at the top of the social structure, followed by nobles. Priests were probably important in Aksum, as were traders, since they increased the kingdom's wealth. Most commoners were likely artisans or farmers. Some contemporary inscriptions refer to Aksum's ruler as the "King of Kings," suggesting that lower-ranking kings ruled outlying parts of the empire. Archaeologists have discovered evidence of about a dozen small towns in the kingdom, suggesting that Aksum was an urban society. However, almost nothing is known about the role of women or family life in the kingdom.

### ONLINE INTERACTIVE MAPS

#### Aksum and Ethiopia, AD 300–1500

Have students explore the map using the interactive features and answer the associated question.

**Movement** What body of water gave Aksum access to the Arabian Peninsula and Egypt? Red Sea

### ONLINE INTERACTIVE VISUALS

#### Carousel: Christianity in Ethiopia

Have students navigate through the carousel and identify a unifying theme.

### READING CHECK

**Sequence** How did Christianity take hold in parts of Africa? People from different cultures traveled to Aksum to trade and brought new ideas and beliefs. King Ezana made Christianity the kingdom's official religion.

## Teach the Main Idea

Through its control of trade, Ghana built an empire.

**Recall** Where was the ancient empire of Ghana located? *in West Africa between the Niger and Senegal Rivers, south of the Sahara*

**Summarize** What was silent barter? *the process by which people traded salt and gold without any direct contact*

**Recall** How did Ghana's rulers raise money? *Traders had to pay taxes in Ghana; the people of Ghana had to pay taxes; the army conquered neighboring tribes, who paid tribute.*

**Draw Conclusions** What was the effect of overgrazing on Ghana? *It left soil worthless for farming or herding, which weakened the economy.*

### More About . . .

**The Use of Iron in Ghana** The Iron Age took a long time to reach Ghana. Iron was being used in the Middle East by 1000 BC and in Europe by around 500 BC. When people in Ghana began using it several hundred years later, they learned how effective it could be. The use of iron tools allowed farmers to grow much more food than before. Soldiers also used new iron weapons, which were far superior to those of their neighbors without iron.



**Academic Vocabulary**  
process a series of steps by which a task is accomplished

Ghana's rulers became rich by controlling the trade in salt and gold. Gold, like what this woman is wearing, came from the south.

**Trade in Valuable Goods** Ghana lay between the vast Sahara and deep forests. In this location, they were in a good position to trade in the region's most valuable resources—gold and salt. Gold came from the south, from mines near the Gulf of Guinea and along the Niger. Salt came from the Sahara in the north.

The exchange of gold and salt sometimes followed a process called silent barter. **Silent barter** is a process in which people exchange goods without contacting each other directly. The method kept the business peaceful. It also kept the exact location of the gold mines secret from the salt traders. In the silent barter process, salt traders left slabs of salt near a river, beat a drum, and moved back several miles. Soon afterward, gold miners arrived and left what they considered a fair amount of gold in exchange for the salt. They moved back so the salt traders could return. This process continued until both sides were satisfied.

**Ghana Builds an Empire** By 800 Ghana was firmly in control of West Africa's trade routes. Nearly all trade between northern and southern Africa passed through Ghana. Traders were protected by Ghana's army, which kept trade routes free from bandits. As a result, trade became safer. Knowing they would be protected, traders were not scared to travel to Ghana. Trade increased, and Ghana's influence grew.

With so many traders passing through their lands, Ghana's rulers looked for ways to make money from them. One way they raised money was by forcing traders to pay taxes. All traders who entered Ghana had to pay a special tax on the goods they carried. Then they had to pay another tax on any goods they took with them when they left.

Not all of Ghana's wealth came from taxes. Ghana's rich mines produced huge amounts of gold. Some gold was carried by traders to lands as far away as England, but Ghana's kings kept huge stores of gold for themselves. In fact, all gold produced in Ghana was the property of Ghana's kings.

**Expansion of the Empire** Ghana's kings used their great wealth to build a powerful army. With this army, the kings of Ghana conquered many of their neighbors. Many of these conquered areas were centers of trade. Taking over these areas made Ghana's kings even richer.

Ghana reached its peak under Tunka Manin (TOOHN-kah MAH-nin). At his capital in Koumbi Saleh, he had a splendid court where he displayed his vast wealth. A Spanish writer noted the court's splendor.

"The king adorns himself . . . round his neck and his forearms, and he puts on a high cap decorated with gold and wrapped in a turban of fine cotton. Behind the king stand ten pages holding shields and swords decorated with gold."

—al-Bakri, from *The Book of Routes and Kingdoms*

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### ADVANCED/GIFTED

#### Ghana Empire Web Page

- Location** What two rivers bordered the Ghana Empire? *the Niger and Senegal Rivers*
- Movement** What goods came to Ghana from the north? *salt, ceramics, glass*
- Have students study the map of the Ghana Empire. Guide students in a discussion of where various resources, such as salt and gold, are located on the map. Ask students to describe the geography of the region around Ghana.
- Ask students to design a web page that provides information about the effects of Ghana's location and geography on its economy.

- Suggest that students sketch images and write text they could include on the web page. Encourage students to be creative and use drawings and icons for their web pages. To help students get started, show them examples of interesting, informative, and visually appealing websites.
- Ask volunteers to show and explain their web page plans to the class. Encourage students to ask questions about the information or construction of the web page.

\*Alternative Assessment Handbook, Rubric 22: Multimedia Presentations

### ONLINE ANALYZE VIDEOS

#### Trans-Saharan Trade



Have students watch the video individually or as a class. You may wish to use the associated question as a discussion prompt.

**Analyze Videos** What trade product was mined in the desert? *salt*

**Ghana's Decline** In the mid-1000s Ghana was rich and powerful, but by the end of the 1200s the empire had collapsed. Three major factors contributed to its end. The first factor was invasion. A Muslim group called the Almoravids (al-moh-RAH-vidz) attacked Ghana in the 1060s, in an effort to force its leaders to convert to Islam. The invaders cut off many of the empire's major trade routes. Without this trade, Ghana could no longer support its empire.

The second factor in Ghana's decline was an indirect result of the Almoravid conquest. When the Almoravids moved into Ghana, they brought herds of animals with them. These animals ate all the grass in many pastures, leaving the soil exposed to hot desert winds. These winds blew away the soil, leaving the land worthless for farming or herding. Unable to grow crops, many farmers had to leave in search of new homes.

The third factor that helped bring about the decline of Ghana's empire was rebellion. In about 1200 the people of a country that Ghana had conquered rose up against the king. The rebellion weakened Ghana, which was soon attacked and defeated by one of its neighbors. The empire fell apart.

### Mali Builds on Ghana's Foundation

Rising from the ruins of Ghana, Mali (MAH-lee) took over the trade routes of West Africa and grew into a powerful state. According to legend, Mali's rise to power began under a ruler named Sundiata (soohn-JAHT-ah).

**Sundiata Makes Mali an Empire** When Sundiata was a boy, a harsh ruler conquered Mali. But as an adult, Sundiata built up an army and won back his country's independence. He then conquered nearby kingdoms, including Ghana, in the 1230s. After Sundiata conquered Ghana, he took over the salt and gold trades. He also worked to improve agriculture in Mali. Sundiata had new farmlands cleared for beans, onions, rice, and other crops. He even introduced a valuable new crop—cotton.

To keep order in his prosperous kingdom, Sundiata took power away from local leaders. Each of these local leaders had the title *mansa* (MAHN-sah), a title Sundiata now took for himself. Mansas had both political and religious roles in society. By taking on the religious authority of the mansas, Sundiata gained even more power in Mali. Later rulers also took the title of mansa. Unlike Sundiata, most of these rulers were Muslims.

**Mansa Musa** Mali's most famous ruler was a Muslim named Mansa Musa (MAHN-sah moo-SAH). Under his skillful leadership, Mali reached the height of its wealth, power, and fame. Mansa Musa ruled Mali for about 25 years, from 1312 to 1337. During that time, Mali added many important trade cities to its empire, including **Timbuktu** (tim-buhk-TOO). Because of Mansa Musa's power and influence, Islam spread through a large part of West Africa, gaining many new believers.

Religion was very important to Mansa Musa. In 1324 he left Mali on a pilgrimage to Mecca. Making such a journey, or hajj, is a spiritual duty for all Muslims. Through his journey, Mansa Musa introduced his empire to the Islamic world. He spread Mali's fame far and wide.

**Reading Check**  
Summarize How did the rulers of Ghana control trade?

## Teach the Main Idea

The empire of Mali built upon the foundation laid by Ghana, but the empire fell to invaders in the 1400s.

**Identify** What did Sundiata do as ruler of Mali?  
*added territory, improved agriculture, took over salt and gold trade*

**Explain** How did Sundiata consolidate his power?  
*by taking power away from local leaders and taking the religious authority of mansas*

**Make Inferences** Why do you think Mansa Musa wanted people to read the Qur'an? *Possible answers: He valued his religion; he thought that people united in religion would make the kingdom stronger; he thought the values taught in Islam would make people better or happier.*

### More About . . .

**Timbuktu** Europeans did not reach Timbuktu until the 1820s. One reason for this was because Timbuktu was extremely difficult to reach; the terrain of the nearby Sahara kept explorers from being able to make the journey. Partly because of this, Timbuktu was seen as a mysterious and exotic city. Some people even believed that the entire city was made of gold.

### ONLINE INTERACTIVE CHARTS

#### The Silent Barter System

Have students explore the chart using the interactive features and answer the associated question.

**Analyze Charts** In the silent barter system, what happened after salt traders took the gold and left?  
*The gold miners returned for their salt.*

### GEOGRAPHIC FEATURE

#### West African Oral Tradition

Have students explore the feature to discover how West African groups who did not have written languages preserved their history and culture.

### READING CHECK

**Summarize** How did the rulers of Ghana control trade? *The silent barter process kept trade peaceful, and protection by Ghana's army kept trade safe.*

### SPECIAL NEEDS STUDENTS

#### Ghana's Decline

- Review with students the events that led to the decline of Ghana. Then tell students that they will create illustrated timelines of the rise and fall of Ghana.
- Have each student make a list of four or five important events during the history of the empire of Ghana. Next to each event, have students indicate why the event was significant or what impact it had on the people of Ghana.

- Have each student create an illustrated timeline using the events he or she listed. Remind students to place the events in the order in which they occurred and to include a picture that illustrates the importance of the event.
- Ask students to post their timelines for the class to see.

\*Alternative Assessment Handbook, Rubric 36: Timelines

## ► ONLINE INTERACTIVE VISUALS

### Image with Hotspots: West Africa's Loss of Farmland

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

In print edition, see image Geography and Animals.

**Analyze Visuals** How did humans create long-term environmental change in West Africa?

*Overgrazing animals led to erosion that blew the soil away and created a desert.*

#### Geography and Animals

Too many animals grazing in one area can lead to problems, such as the loss of farmland that occurred in West Africa.



#### Analyze Visuals

How did humans create long-term environmental change in West Africa?

Mansa Musa also supported religious education. He sent many scholars to study in Morocco. These scholars later set up schools in Mali. Mansa Musa stressed the importance of learning to read the Arabic language so that Muslims in his empire could read the Qur'an. To spread Islam in West Africa, Mansa Musa hired Muslim architects to build mosques. A **mosque** (mahsk) is a building for Muslim prayer. Some of the mosques built by Mansa Musa can still be seen in West Africa today.

**The Fall of Mali** When Mansa Musa died, his son Maghan (MAH-gan) took the throne. Maghan was a weak ruler. When raiders from the south-east poured into Mali, he couldn't stop them. The raiders set fire to Timbuktu's great schools and mosques. Mali never fully recovered from this terrible blow. The empire continued to weaken and decline.

Other invaders also helped weaken the empire. In 1431 the Tuareg (TWAH-reg), nomads from the Sahara, seized Timbuktu. By 1500 nearly all of the lands the empire had once ruled were lost.

### Songhai Takes Over

Even as the empire of Mali was reaching its height, a rival power was growing in the area. That rival was the Songhai (SAHNG-hy) kingdom. From their capital at **Gao**, the Songhai participated in the same trade that had made Ghana and Mali so rich. The rulers of Songhai were Muslims. So too were many of the North African Berbers who traded in West Africa. Because of this shared religion, the Berbers were willing to trade with the Songhai, who grew richer.

**Building an Empire** As the Songhai gained in wealth, they expanded their territory and built an empire. Songhai's expansion was led by Sunni Ali (SOOH-nee ah-LEE), who became ruler in 1464. Before he took over, the Songhai state had been disorganized and poorly run. As ruler, Sunni Ali worked to unify and enlarge his empire. He added many lands that had been part of Mali, including the wealthy trade cities Timbuktu and Djenné.

## ► ONLINE DOCUMENT-BASED INVESTIGATION

### Mali Empire, c. 1300

One of the great empires of West Africa, Mali built and controlled a huge trade network that tied it to several other cultures. Students can explore the map to learn more about Mali's trade.

**Analyze Sources** How do you think regional trade patterns affected life in Mali? *Possible answer: The people of Mali grew rich by controlling and taxing trade. New products poured into the empire, along with new ideas.*

#### Reading Check

Sequence What steps did Sundiata take to turn Mali into an empire?

## ► ONLINE INTERACTIVE MAPS

### The Travels of Ibn Battutah

Have students explore the map using the interactive features and answer the associated questions.

**Movement** On which journey did Ibn Battutah travel to Mali? *fourth*

#### READING CHECK

**Sequence** What steps did Sundiata take to turn Mali into an empire? *built an army to win back independence; conquered nearby kingdoms; took over the salt and gold trades; established agriculture; took political and religious authority from local leaders*

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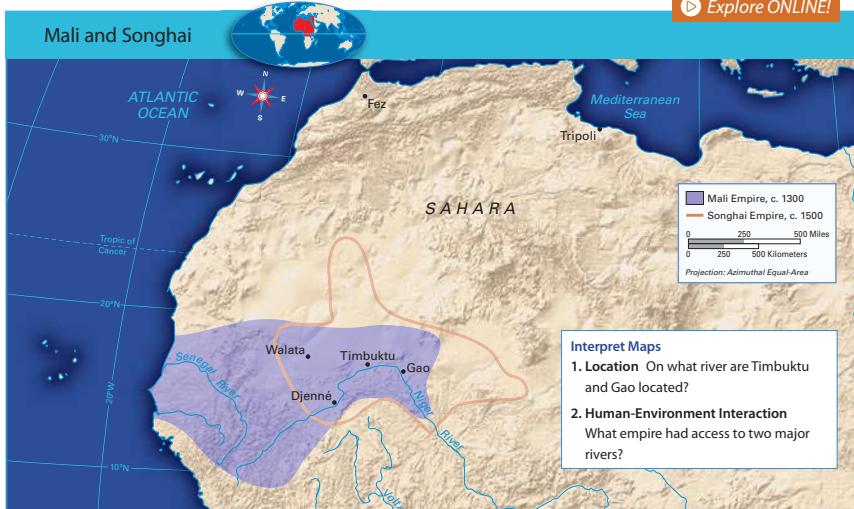
## COLLABORATIVE LEARNING

### Loading a Caravan

1. Have students imagine that they are preparing for a journey with Mansa Musa. This journey could be the hajj or a trip to visit foreign rulers. Discuss with students the necessities and limitations of loading a caravan. Ask students to suggest items travelers would need as they traveled in a caravan. Write a list of these items for students to see.

2. Remind students that travelers would not only be carrying food and water but they would also need protection from the daytime heat and nighttime cold of a desert climate. Students should consider the type of clothing needed and the kinds of food that could be transported in a caravan.
3. Have students copy the list. Instruct them to write a sentence for each listed item that explains why the item is necessary.

\*Alternative Assessment Handbook,  
Rubric 38: Writing to Classify



As king, Sunni Ali encouraged everyone in his empire to work together. To build religious harmony, he participated in both Muslim and local religious traditions. As a result, he brought stability to Songhai.

**Askia the Great** Songhai reached its peak under a ruler called Askia the Great. Askia supported education and learning. Under his rule, Timbuktu flourished, drawing thousands to its universities, schools, libraries, and mosques. The city was especially known for the University of Sankore (san-KOH-rah). People arrived there from North Africa and other places to study math, science, medicine, grammar, and law. **Djenne** (jeh-NAY) was another city that became a center of learning.

Askia, a devout Muslim, encouraged the growth of Islamic influence in his kingdom. Like Mansa Musa, he made a pilgrimage to Mecca. He also made many laws similar to those in other Muslim nations. To help maintain order, Askia set up five provinces within Songhai. He appointed governors who were loyal to him. Askia also created a professional army and specialized departments to oversee tasks.

**Songhai Falls to Morocco** A northern rival of Songhai, Morocco, wanted to gain control of Songhai's salt mines. So the Moroccan army set out for the heart of Songhai in 1591. Moroccan soldiers carried advanced weapons, including the terrible arquebus (AHR-kwih-buhs). The arquebus was an early form of a gun. The swords, spears, and bows used by Songhai's warriors were no match for the Moroccans' guns and cannons. The invaders destroyed Timbuktu and Gao.

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## STRUGGLING READERS

### Askia the Great

- To help students understand the contributions and significance of Askia the Great, have them create a three-column chart titled *Accomplishments of Askia the Great*.

- Have students label the three columns *Government, Religion, and Education*.

Have students fill in the chart with details about Askia the Great's accomplishments.

- When students have completed the chart, review the answers with the class.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 13: Graphic Organizers

## BIOGRAPHY

### Askia the Great (c. 1443–1538)

Have students read the biography of Askia the Great, the most powerful ruler of Songhai, to discover how Songhai grew under his leadership.

## Teach the Main Idea

Songhai took over West Africa and built a new Islamic empire, conquering many of the lands that were once part of Mali.

**Draw Conclusions** Was Sunni Ali a strong leader or a weak one? Why? *He led the Songhai expansion, which showed him to be a strong leader.*

**Recall** How did Askia the Great improve Timbuktu? *He supported education and learning and drew thousands to schools, libraries, and mosques.*

**Make Inferences** How might Askia's beliefs have helped him as a ruler? *Residents of his empire supported him because he was a Muslim; he would have had more peaceful relations with Songhai's Muslim neighbors.*

## More About . . .

**The Fall of Songhai** Even before attacks by Moroccan armies, the Songhai Empire had begun to decline. A civil war in the 1580s weakened the empire, and its control of trade routes had diminished. In fact, the empire's gold supplies had declined, as a great deal of gold had been traded to Europeans who had arrived on the coast of West Africa in the late 1400s.

## MAPS

### Mali and Songhai

Have students explore the map and answer the associated questions.

- Location** On what river are Timbuktu and Gao located? *Niger River*

- Human-Environment Interaction** What empire had access to two major rivers? *Mali*

## ONLINE INTERACTIVE MAPS

### Songhai Empire, c. 1500

Have students explore the map and answer the associated question.

- Location** In which direction would a trader from Timbuktu travel to reach Benin? *southeast*

## ONLINE INTERACTIVE VISUALS

### Image with Hotspots: Djenné

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What evidence in this image shows that Djenné was a busy trading city?

*Possible answers: ships and camels loaded with goods; crowded marketplace*

## Teach the Main Idea

Bantu peoples established several kingdoms as they migrated through Africa.

**Define** What does the word *bantu* mean? *people*

**Recall** What precious metal was traded in Great Zimbabwe? *gold*

**Locate** Where was the Kongo Kingdom located? *Central Africa*

**Explain** How did contact with the Portuguese lead to the downfall of the Kongo Kingdom? *The Portuguese became more interested in trading slaves than goods; when Kongo's rulers objected and cut ties with Portugal, the kingdom's wealth declined, allowing Portugal to take over the region.*

### More About . . .

**The Bantu Migration** Agriculture and ironworking spread throughout Africa in part because of migration. Scholars believe that the Bantu migration out of West Africa was instrumental in diffusing this knowledge across the continent. In addition, some historians believe the Bantu also introduced the previously unknown concepts of statehood and government to parts of Central and southern Africa.

### BIOGRAPHY

#### Mansa Musa (c. late 1200s–early 1300s)

Have students read the biography of Mansa Musa and then answer the associated question.

**Identify Points of Views** How do you think Mansa Musa changed people's views of West Africa? *His voyage spread knowledge about West Africa's wealth and spurred new European and other interest in the region.*

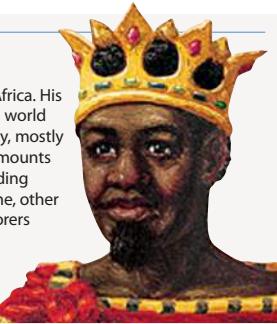
### BIOGRAPHY

#### Mansa Musa c. late 1200s–early 1300s

Mansa Musa, the ruler of Mali, was one of the Muslim kings of West Africa. His pilgrimage to the city of Mecca attracted the attention of the Muslim world and of Europe. He took around 60,000 people with him on his journey, mostly servants and slaves. During his travels, Mansa Musa gave out huge amounts of gold that would be worth more than \$100 million today. His spending made people eager to find the source of such wealth. For the first time, other people's eyes turned to West Africa. Within 200 years, European explorers would arrive on the shores of western Africa.

##### Identify Points of View

How do you think Mansa Musa changed people's views of West Africa?



##### Reading Check

Evaluate What do you think was Askia's greatest accomplishment?

Changes in trade patterns completed Songhai's fall. Overland trade declined as port cities on the Atlantic coast became more important. Africans south of Songhai and European merchants both preferred trading at Atlantic ports to dealing with Muslim traders. Slowly, the period of great West African empires came to an end.

### Bantu Kingdoms

Historians use the name Bantu as a way to identify 400 ethnic groups with origins in West Africa. The word *bantu* means "people" in many of the languages that these groups spoke.

Between 5,000 and 2,000 years ago, Bantu groups began spreading out from West Africa. Historians call this widespread movement of people the **Bantu migration**. No one is certain why the Bantu migrated. Some experts believe people left their homes because the Sahara was drying out and becoming a desert. Others think population growth led people to search for new land. By about AD 300, Bantu peoples had conquered and settled much of Africa south of the Sahara.

**Great Zimbabwe** As they settled in parts of central and southern Africa, some Bantu groups formed kingdoms. One such kingdom was Great Zimbabwe, founded by the Shona people around the year 1000.

Historians do not know much about the people who lived in Great Zimbabwe or their society. They left no written records behind. However, archeologists have uncovered ruins that tell us something about life in the kingdom. They have found stone walls and buildings. The bricks with which these structures were built were placed with such precision that nothing was needed to hold them in place. Many of the walls are as smooth as modern brick walls. Judging by its size, the city may have had a population of 10,000 to 20,000.

Great Zimbabwe was a trading center. Merchants carried valuable products, especially gold, from other parts of Africa to the city. There they met traders from lands as far away as China. Scholars estimate that traders carried more than 2,000 pounds (907 kg) of gold through the city per year.

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### COMPARE AND CONTRAST

#### The Empires of West Africa

- Review with students the locations of the Ghana, Mali, and Songhai Empires.
- Using the maps of Ghana, Mali, and Songhai in either the print or digital textbook, have students indicate the area of all three West African empires on a blank outline map of Africa. Remind students to use a different color or pattern for each empire and to label each empire and the approximate time period represented by the map.

- Ask students to make a graphic organizer to compare and contrast the three empires. Discuss with the class the similarities and differences between the empires in terms of size, location, and dates.

\*Alternative Assessment Handbook, Rubrics 11: Discussions; and 20: Map Creation

### READING CHECK

**Evaluate** What do you think was Askia's greatest accomplishment? *Possible answers: created centers of learning; created army and organized government*

In the 1400s, Great Zimbabwe began to decline. Scholars are not sure why, but some believe that drought and environmental issues could have contributed to their fall. Gradually, trade shifted away from Great Zimbabwe to other cities in Africa. By 1500 Great Zimbabwe was abandoned.

**The Kongo Kingdom** Another powerful Bantu kingdom formed in Central Africa in the 1300s. Located along the Congo River, the Kongo Kingdom became large and powerful. From their capital at Mbanza, Kongo's rulers oversaw the growth of a profitable trade network.

In the 1400s, Portuguese traders arrived in Kongo. At first, relations between the two groups were good. The Kongo traded copper, iron, and ivory in exchange for guns, horses, and manufactured goods. In fact, relations between the two groups were so good that one king of Kongo, Nzinga Mbemba, took a new Portuguese name. He called himself Afonso I and adopted many Portuguese customs. He learned to read and write the Portuguese language and made Roman Catholicism Kongo's official religion. He also changed his government to be more like those in Europe.

Soon, however, the Portuguese became more interested in trading slaves than in these products. As slave traders carried off more people from West Africa, Kongo's rulers became alarmed. They tried to stop the slave trade but had little success. In response, they cut off ties with Portugal. Without this wealthy trade partner, however, Kongo began to decline. The Portuguese later returned and took over the struggling kingdom.

**Summary and Preview** Many powerful kingdoms developed in Africa after AD 300. These kingdoms grew rich by controlling trade, especially in gold and other luxury items. Next you will learn how this trade attracted other cultures to Africa and tied the continent into a global trading network. You will also learn how this trade had devastating effects within Africa.

**Reading Check**  
Find Main Ideas  
Who are the Bantu peoples?

#### Lesson 2 Assessment

##### Review Ideas, Terms, and Places

1. a. **Identify** What was the first kingdom in Africa to become Christian?  
b. **Draw Conclusions** What led to the creation of Coptic Christianity in Africa?
2. a. **Identify** What were the two most valuable resources traded in Ghana?  
b. **Generalize** What did Ghana's kings do with the money they raised from taxes?  
c. **Summarize** How did overgrazing help cause the fall of Ghana?
3. a. **Identify** Who was Sundiata?  
b. **Explain** Why did the rulers of Mali want to take control of Ghana's trade?  
c. **Elaborate** What effects did the rule of Mansa Musa have on Mali and West Africa?

4. a. **Identify** Who led the expansion of Songhai?  
b. **Explain** How did Askia the Great's support of education affect Timbuktu?  
c. **Elaborate** What were two reasons why Songhai fell to the Moroccans?
5. a. **Identify** What was the Bantu Migration?  
b. **Explain** How did Great Zimbabwe become rich?

##### Critical Thinking

6. **Identify Causes** Make a table like the one shown here. Use it to identify factors that caused West African kingdoms to grow and those that caused their decline.

|         | Growth | Decline |
|---------|--------|---------|
| Ghana   |        |         |
| Mali    |        |         |
| Songhai |        |         |

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#### EVALUATE INFORMATION

##### Bantu Social and Political Structure

1. Ask students to research social structure among Bantu-speaking peoples.
2. Students should begin by describing the importance of the village to the Bantu-speaking world and how kin-based societies functioned. Then they should explain why chiefdoms developed among Bantu groups.
3. Students should present their findings in a two- to three-page report.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 37: Writing Assignments

#### ONLINE INTERACTIVE MAPS

##### Bantu Kingdoms, c. 900–1400

Have students explore the map and answer the associated question.

**Place** Where was Great Zimbabwe located? *between the Limpopo and Zambezi Rivers*

#### READING CHECK

**Find Main Ideas** Who are the Bantu peoples? *members of 400 ethnic groups with origins in West Africa who speak related languages*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Identify** What was the first kingdom in Africa to become Christian? *Aksum*  
b. **Draw Conclusions** What led to the creation of Coptic Christianity in Africa? *African customs blended with Christian teachings*
2. a. **Identify** What were the two most valuable resources traded in Ghana? *salt and gold*  
b. **Generalize** What did Ghana's kings do with the money they raised from taxes? *built an army*  
c. **Summarize** How did overgrazing help cause the fall of Ghana? *Overgrazing exposed the soil to hot desert winds, which blew away soil.*
3. a. **Identify** Who was Sundiata? *according to legend, the founder of Mali*  
b. **Explain** Why did the rulers of Mali want to take control of Ghana's trade? *to prosper from the gold and salt trade*  
c. **Elaborate** What effects did the rule of Mansa Musa have on Mali and West Africa? *achieved wealth, power, and fame; spread Islam*
4. a. **Identify** Who led the expansion of Songhai? *Sunni Ali*  
b. **Explain** How did Askia the Great's support of education affect Timbuktu? *Universities, schools, libraries, and mosques attracted many visitors.*  
c. **Elaborate** What were two reasons why Songhai fell to the Moroccans? *advanced weapons and changes in trade patterns*
5. a. **Identify** What was the Bantu Migration? *southward movement of Bantu groups from West Africa between 5,000 and 2,000 years ago*  
b. **Explain** How did Great Zimbabwe become rich? *It was a center of trade.*

##### Critical Thinking

6. **Identify Causes** Draw a table. Use it to identify factors that caused West African kingdoms to grow and those that caused their decline. *growth factors: transportation, trade, natural resources, education; decline factors: invasion, environmental changes, rebellion, slave trade*

## ► Online Assessment

1. Why did Aksum decline in power and influence?

- Its people became Christians.
- Its ports were taken over by Muslims.
- Its capital city was conquered by Arab invaders.
- Its people moved into the mountains of Ethiopia.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Aksum itself was never conquered, but its people became isolated from its allies and cut off from its East African ports when **Muslims** took over most of the region.

2. How did Ghana's location allow it to become wealthy?

- It could tax boatmen on the Nile River.
- It could control trade along the Silk Road.
- It could control the gold and salt trade in West Africa.
- It could tax Muslim and Indian merchants on the East African coast.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Ghana became a wealthy empire after it gained control of the **salt** and gold trade of West Africa.

3. How did Mali's leader Mansa Musa help spread Islam throughout West Africa?

- He added many trading cities and gold mines to his empire.
- He forced his people to travel to Mecca at least once in their lifetime.
- He established many religious schools and mosques throughout his empire.
- He encouraged the use of Portuguese because Mali did not have a written language.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Mansa Musa helped spread Islam throughout West Africa by establishing religious schools and **mosques** throughout his empire.

4. How did the religion of the Songhai's rulers help make them wealthy?

- Because they were Hindus, Indians were willing to trade with them.
- Because they were Jewish, the Israelites were willing to trade with them.
- Because they were Muslims, the Berbers were willing to trade with them.
- Because they were Christians, Europeans were willing to trade with them.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Songhai rulers became wealthy by trading with the **Berbers**, who shared a common religion, Islam, and who were willing to trade with the Songhai.

5. Which statement about Great Zimbabwe is accurate?

- Merchants traded with cultures as far away as China.
- The Shona people had little knowledge of building with stone.
- The Shona people left a good written record of their civilization.
- Merchants traded gold that was brought from other parts of Asia.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Great Zimbabwe became a wealthy trading center where gold from Africa was exchanged for goods from as far away as **China**.

6. **Cause and Effect** Why did Christianity in North Africa evolve into a new form of Christianity, Coptic Christianity?

*North African Christian communities became isolated from other Christians and this led to changes in their religion. As well, some local African traditions blended with Christian beliefs to form a new type of Christianity called Coptic Christianity.*

7. **Make Inferences** How is it possible that merchants conducting business in Ghana often never came into contact with one another?

*Often, the trade of gold and salt in Ghana involved a silent barter. Salt merchants would leave a slab of salt, beat a drum to notify the gold merchants, and leave the area of business. Gold merchants would then leave an amount of gold, and if that amount satisfied the salt merchants, their business was concluded. In this way, salt and gold merchants never came into contact with each other and the exact location of the gold mines remained a secret.*

8. **Make Inferences** Since West Africans did not have a written language of their own, how do we know much about their past lives?

*Many of the stories that we have of West African history are from oral histories passed down from generation to generation. As well, the Arab explorer Ibn Battutah visited West Africa from 1353 to 1354. He spent several months in Mali chronicling in Arabic the political and cultural lives of the empire's people in great detail.*

9. **Summarize** Why did the great era of West African empires come to an end?

*Overland trade routes became less profitable because Europeans traded with Muslim merchants in port cities along the Atlantic coast. Europeans carried their goods over water routes instead of over land trade routes. As well, in 1591 Moroccan troops invaded the Songhai Empire and destroyed many cities, causing that empire to decline.*

10. **Analyze Issues** Why did relations between the Portuguese and Kongo rulers worsen by the 1500s?

*Initially, Kongo and Portuguese merchants had a profitable business relationship trading copper, iron, and ivory in exchange for European guns, horses, and manufactured goods. Kongo rulers even adopted many aspects of Portuguese culture. But as the Portuguese became more interested in enslaving Africans than trading with them, Kongo rulers cut off ties with the Portuguese and their relationship worsened.*

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 754*

**Connect to Today: Desertification in West Africa** Overgrazing, along with drought and deforestation, continues today in areas south of the Sahara. The desert area is increasing, and usable farmland and grazing land are decreasing. Without farmland, some of the countries south of the Sahara have suffered severe famines and remain some of the poorest countries in the world.

*continued from page 755*

### ENGLISH LANGUAGE LEARNERS

#### Interviewing Sundiata

1. To help students gain a greater understanding of how Sundiata built the Mali Empire, pair each English language learner with a student whose language skills are strong. Have each pair write five questions that they would ask Sundiata if they could speak with him.
2. Have one student pretend to be Sundiata, and have the other student conduct and interview using the questions previously written. Have students record the responses.
3. When the students have finished, ask the class to discuss the question, "How did Sundiata make Mali a powerful empire?"

\*Alternative Assessment Handbook, Rubric 11: Discussions



# Africa in Global Trade

- Arab Influence in East Africa
- European Views of Africa
- The Effects of the Slave Trade

● African Slave Trade

Visuals

Videos

LESSON 3

## Big Idea

Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.

- Map: East African Trade, 1000

Maps,  
Graphs, and  
Charts

- Game: Welcome, Time Traveler!
- Kilwa
- Queen Nzinga of Ndongo
- European Antislavery Movements
- Olaudah Equiano

Extend  
and Enrich

Sources

- Document-Based Investigation:  
The Atlantic Slave Trade

Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

## ► Online Lesson 3 Enrichment Activities

### Kilwa

**Poster** Students create posters to illustrate life in the trading city of Kilwa.

### Queen Nzinga of Ndongo

**Video** Students watch a video about Queen Nzinga of Ndongo and Matamba who fought against slave traders in what is now Angola. They then write biographies of her for young readers.



### European Antislavery Movements

**Article** Students read about early European efforts to end the slave trade, and then create fliers to support an antislavery cause.

### Olaudah Equiano

**Biography** Students read about former slave Olaudah Equiano, who became an antislavery activist, and then find and analyze passages of his writing online.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If YOU lived there ...

#### What does this suggest about Africa's resources?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

#### Consider what you know of GOLD:

- highly prized in Europe and Asia for its beauty
- very valuable because of its rarity

#### Consider what you know of IVORY:

- obtained from the tusks of elephants
- prized in Europe and Asia for making jewelry, piano keys, and other items

**2. Direct Teach** Introduce the Big Idea: *Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.* Ask students to offer reasons why one country or region would want to trade with another. Have students think about how trade between two parties might be affected if one party were considerably more powerful than another.

**3. Practice/Assess/Inquire** Have each student create a cause-and-effect chart about Muslim and European trade in Africa. Tell students that the reasons trade began are the causes, while the results, or consequences, of trade are the effects.

**4. Explore (Collaborative Exploration)** Review students' charts as a class. Guide students in a discussion of how the history of Africa might have been different if trade had progressed differently.

**5. Whole Group Close/Reflect** Have students summarize the causes and effects of African trade.

\*Alternative Assessment Handbook, Rubrics 7: Charts; and 41: Writing to Express

### ONLINE DOCUMENT-BASED INVESTIGATION

#### History of Sub-Saharan Africa

The Atlantic Slave Trade is the third of four document-based investigations that students will analyze in the History of Sub-Saharan Africa module. Between the 16th and 19th centuries, European slave traders kidnapped millions of Africans and shipped them across the ocean into lives of forced labor. Students can explore the map to learn more about the long and difficult passage across the sea and the brutality of enslaved life.

## Africa in Global Trade

#### The Big Idea

Africa's wealth and mineral resources attracted the attention of traders from other parts of the world, whose actions eventually led to the enslavement of millions of Africans.

#### Main Ideas

- Trade led to the spread of Islam in East Africa.
- Europeans arrived in Africa in search of valuable trade goods.
- The slave trade had terrible effects in Africa.
- Many European countries established colonies in Africa.

#### Key Terms and Places

Swahili  
Middle Passage  
Gold Coast

If YOU lived there ...

You are a sailor on a trading ship from Arabia in search of new products to sell back home. After several days at sea, your captain decides to land along the African coast. As you reach the shore, you are greeted by a group of villagers wearing gold and ivory jewelry.

#### What does this suggest about Africa's resources?

#### Trade in East Africa

By the 1100s, waves of Bantu-speaking people had made their way to Africa's eastern coast. There they built small villages, where people farmed and fished to survive. The arrival of traders from across the ocean, however, soon changed their lives.

**Trade Cities** Located on the Indian Ocean, East Africa drew the attention of traders from Asia. Among these traders were Muslims from India, Persia, and Arabia. They came to Africa in search of exotic African goods and new markets for products from their homelands. By selling the visiting merchants such products as ivory, gold, tortoise shells, and animal skins, African villagers became skilled traders themselves.

As trade increased, villages grew into busy seaports. This growth was aided by Persian and Arab merchants, who thought larger cities would make trade easier. They were correct. As they grew, African cities attracted merchants from distant lands. By 1300, East African coastal cities like Mogadishu, Mombasa, Kilwa, and Sofala had become major trade centers.

Merchants from across the Indian Ocean flocked to these cities with goods to exchange. Persian merchants brought manufactured goods from Asia. Arab traders brought porcelain from China and cotton from India. Many East African cities also produced their own goods for sale. Mogadishu and Sofala, for example, became known for their fine cloth. Workers in Mombasa were celebrated for their iron work.

Muslim traders from Arabia and Persia settled down in many of these coastal trading cities. In time, the cities developed large Muslim communities. Africans, Arabs, and Persians lived near each other and worked together.

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### ONLINE GRAPHIC ORGANIZER

#### Africa in Global Trade

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Effects** What major changes did global trade bring about in Africa? Possible responses: the slave trade; weakening of native African kingdoms; colonization by Europeans

### ONLINE LESSON FLIP CARDS

#### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: Swahili, Middle Passage, Gold Coast.



Modern ships such as this are similar to those used long ago in trading along the East African coast.

One result of this closeness was the spread of Islam through East Africa. People at all levels of society, from workers to rulers, adopted Islam. As a result, mosques appeared in cities throughout the region.

**Swahili Culture** The contact between cultures also led to other changes in East Africa. Many of the Arab traders who had settled in the area married African women and had families. As a result communities began to reflect the influences of both cultures. For example, the region's architecture changed. People began to build houses that mixed traditional materials, such as coral and mangrove trees, with Arab designs, such as arched windows and carved doors.

As the cultures grew closer, their speech began to reflect their new relationship. Some Africans, who spoke mostly Bantu languages, adopted many Arabic and Persian words. In time, the languages blended into a new language, **Swahili** (swah-HEE-lee). The term Swahili refers to the blended African-Arab culture that had become common in East Africa.

**East African Slave Trade** Muslim traders were first drawn to Africa by luxury goods such as gold and ivory. Before long, however, they found that they could also make large profits by selling enslaved people. These slaves, usually individuals kidnapped and taken from their families, were shipped across the Indian Ocean to places like Persia and Iraq. Many became servants in the homes of wealthy citizens, while others were sent further to India to become soldiers. A few were even taken as far as China. All together, Muslim traders probably sold about 1,000 slaves per year.

**Reading Check**  
Summarize How did trade lead to major changes in East Africa?

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## STRUGGLING READERS

### Trade Goods Chart

1. Have students reread the information about trade goods and trade cities in East Africa. Then have each student create a two-column chart. In one column, have them list African items that were sought after by traders. In the second column, have them list goods brought by traders from other parts of the world.

2. Have students illustrate their charts, either with hand-drawn sketches or with images found in outside sources.
3. Have students work with partners to quiz each other on African good and goods imported into Africa.

\*Alternative Assessment Handbook,  
Rubric 7: Charts

## Teach the Main Idea

Trade led to the spread of Islam in East Africa.

**Identify** From where did traders in East Africa come? *India, Persia, Arabia*

**Explain** Why did Islam spread throughout East Africa? *As Muslim traders interacted with East Africans, many settled in African trade cities; over time, people at all levels of society adopted Islam.*

**Recall** Which languages combined to blend into the new language of Swahili? *Bantu languages of African, Arabic, and Persian*

**Identify** Where did Muslim traders ship the slaves they obtained from East Africa? *Persia, Iraq, China*

## More About . . .

**Mogadishu** Founded in the tenth century, the city of Mogadishu, located just north of the equator on the Indian Ocean, was one of the earliest settlements in East Africa. By the 13th century, it was a prosperous trading center. Arab traveler Ibn Battutah visited the city at that time and described it as a huge city filled with rich merchants. He noted the quality of the cloth produced in the city, prized as far away as Egypt. Today, Mogadishu is the capital of Somalia and a major port.

### ONLINE INTERACTIVE VISUALS

#### Image Compare: Arab Influence in East Africa

Have students explore and compare the images using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How does this door illustrate the blending of cultures in East Africa? *It features Arabic patterns carved into a door made of local materials and appears to be set in a traditional African building.*

### ONLINE INTERACTIVE MAPS

#### East African Trade, 1000

Have students explore the map using the interactive features and answer the associated question.

**Region** Which raw materials came from the savanna? *leopard skins*

### READING CHECK

**Summarize** How did trade lead to major changes in East Africa? *villages grew, African workers produced goods for sale, Islam spread, large Muslim communities developed, languages blended to create Swahili, slaves were sold*

For additional instruction, go to end of lesson.

## Teach the Main Idea

Europeans arrived in Africa in search of valuable trade goods.

**Identify** Which European nation was the first to trade extensively with West Africa? *Portugal*

**Recall** What was the first commodity to Europeans' attention to Africa? *gold*

**Explain** Why did the Portuguese lose interest in trading for West Africa's natural resources? *They found they could make more profit from the sale of slaves.*

### More About . . .

**The Astrolabe** Explorers of the 1400s and 1500s had only a few tools—such as the astrolabe—to guide their journeys. Using the position of the sun and stars, these explorers were able to estimate where they were with respect to land. To use an astrolabe, a sailor would sight a star along the attached bar. By lining up the bar with markings on the astrolabe's disk, the sailor could determine the ship's position. Astrolabes were used until the 18th century.



### ONLINE INTERACTIVE VISUALS

#### Image with Hotspots: European Views of Africa

Have students explore the image using the interactive hotspots. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** What does this map suggest about European views of Mali in the 1300s? *The illustration of gold and the trader suggest that Europeans saw Mali as a rich kingdom. The number of cities and lines on the map suggest that they saw it as powerful as well.*

**Reading Check**  
Explain Why did some Europeans become interested in Africa?



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## The Arrival of Europeans

In the late 1400s explorers set sail from ports around Europe. Many of these explorers hoped to find new trade routes to places like India and China. There, they could find goods that would sell for high prices in Europe and make them wealthy.

As part of their quest, some Portuguese explorers set out to sail around Africa. During their journeys, many landed at spots along the African coast. Some of these explorers soon found that they could get rich without ever reaching India or China.

**Rumors of Gold** For centuries, Europeans had heard rumors of golden kingdoms in Africa. Those rumors began in the 1300s when Mansa Musa, the ruler of Mali, set out on his famous hajj, or Muslim pilgrimage, to Mecca. He was accompanied by thousands of attendants and slaves. As they traveled, the pilgrims gave away lavish gifts of gold to the rulers of lands through which they passed.

For years after Mansa Musa's hajj, stories of his wealth passed from Southwest Asia into Europe. However, most Europeans did not believe they could find gold in Africa. When the Portuguese reached the coasts of West Africa, however, they learned that the stories had been true. Africa did have gold, and the Europeans wanted it.

**Trade Goods** Gold was the first item to bring European attention to Africa, but it was not the only valuable product to be found there. Another was ivory. Europeans used ivory to make furniture, jewelry, statues, piano keys, and other expensive items.

At first, the Portuguese had little interest in products other than gold and ivory. Before long, however, they found that they could make more profit from the sale of slaves.

## The Atlantic Slave Trade

Slavery was not new to Africa. For centuries, societies within Africa had kept slaves. Most of these slaves were prisoners captured in battle or as the result of raids on rival villages or kingdoms.

**Beginnings of the Slave Trade** Although slavery had existed for centuries in Africa, the arrival of Europeans in West Africa led to a drastic increase in the demand for slaves. Europeans wanted slaves to put to work on plantations, or large farms, in the Americas. Slave traders made deals with many rulers in West and Central Africa to buy the slaves they captured in battle. These slaves were then put in chains and loaded onto ships. These ships carried the slaves on a grueling trip across the Atlantic called the **Middle Passage**.

Africans captured by slave traders were brought to forts like this one on the West African coast to be sent across the ocean.

## TIERED ACTIVITY

### Explorers Wanted

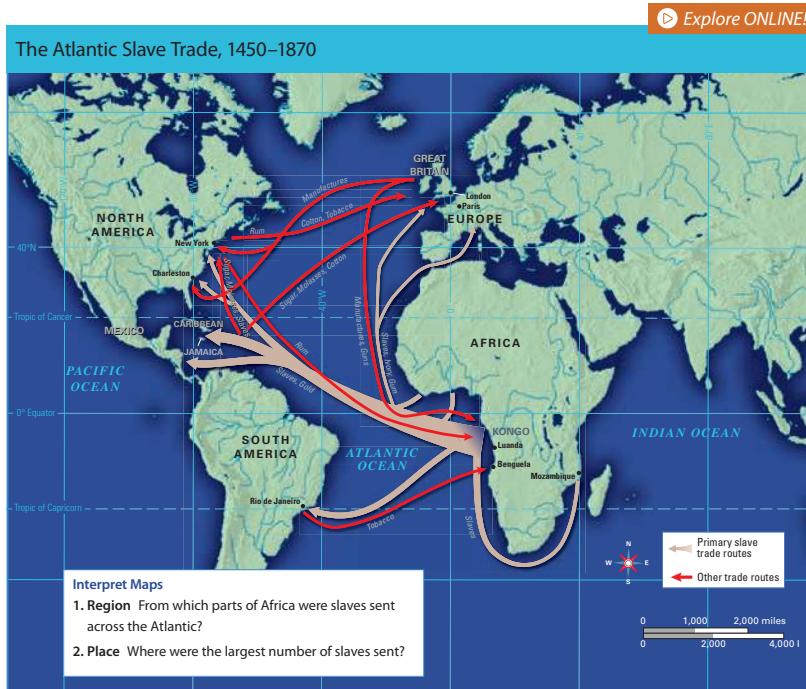
**Below Level**—Tell students it is 1481 and King John II of Portugal has asked them to help him recruit explorers. Have students think of characteristics that would make a good explorer—personality, education, background, and so forth—and write a job description for the position. Job descriptions should mention risks involved in the profession as well as compensation.

**At Level**—Going beyond the Below Level activity, students should create newspaper display advertisements to attract applicants. Ads should include artwork and should list main points from the job description.

**Above Level**—Going beyond the Below and At Level activities, students should create radio advertisements to reach even more potential applicants. Encourage students to use a variety of audio effects (e.g., music, nautical sounds, and so forth) in their ads. Ads should include “endorsement” statements from famous Portuguese explorers who describe what life is like on a voyage in an attempt to recruit sailors.

### READING CHECK

**Explain** Why did some Europeans become interested in Africa? *They wanted African gold and ivory.*



The slave trade continued for more than 300 years. Though some Europeans argued against slavery, calling it an evil institution that should be stopped, slave traders considered the practice too profitable to end. It was not until the 1800s that European governments stepped in and finally banned the trading of slaves.

**Effects of the Slave Trade** The European slave trade in Africa had devastating consequences. It led to a drastic decrease in Africa's population. Millions of young African men were forced to move away from their homes to lands far away, and thousands of them died. Historians estimate that 15 to 20 million African slaves were shipped to the Americas against their will. Millions more were sent to Europe, Asia, and the Middle East.

The slave trade had terrible effects on those who remained in Africa as well. The efforts of some kingdoms to capture slaves from their rivals led to decades of warfare on the continent. This warfare further reduced Africa's population and weakened many societies. It also caused years of resentment and mistrust between many African peoples.

**Reading Check**  
Analyze Effects What were the effects of the slave trade?

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## COLLABORATIVE ACTIVITY

### Slavery in Africa and the Americas

- Organize the class into small groups. Have each group use information from their textbooks as well as library and online research to make a chart showing the similarities and differences between slavery as it existed in Africa and slavery in the New World.

- Review students' charts as a class.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 7: Charts; and 37: Writing Assignments

## SPECIAL NEEDS STUDENTS

### Slave Trade Map

- Draw students' attention to the map of the Atlantic Slave Trade. Read the map title aloud and remind students that the slave trade continued for more than 300 years.
- Have students copy the map onto their own paper. Then have students draw lines and arrows showing the Middle Passage and the destinations of African slaves in the Americas, the Caribbean, and Europe.
- Point to various places on the map and have students identify them.

\*Alternative Assessment Handbook, Rubric 20: Map Creation

## Teach the Main Idea

The slave trade had terrible effects in Africa.

**Explain** How did the arrival of Europeans in West Africa affect the slave trade? *It dramatically increased the demand for slaves.*

**Recall** What was the Middle Passage? *the forced sea journey undertaken by slave ships from West Africa across the Atlantic Ocean to the New World*

## More About ...

**The Middle Passage** From the early 1500s to 1800s, millions of Africans were forced aboard overcrowded ships to take the 21-to-90-day voyage across the Atlantic to the New World. Conditions on board were brutal. To allow as many people to be transported as possible, enslaved Africans were typically chained to cramped, low-lying platforms stacked in tiers, making it impossible for people to stand up or even turn over. They received meager rations twice each day, less frequently in times of bad weather. Starvation and illness—as well as suicide—were common. Millions did not survive the journey. Sharks regularly trailed the slave ships on their journey across the Atlantic to feast on bodies tossed overboard by the crew.

## ONLINE DOCUMENT-BASED INVESTIGATION

### The Atlantic Slave Trade, 1450–1870

Between the 16th and 19th centuries, European slave traders kidnapped millions of Africans and shipped them across the ocean into lives of forced labor. Students can explore the map to learn more about the long and difficult passage across the sea and the brutality of enslaved life.

**Analyze Sources** Based on this map, which parts of Africa were most directly affected by the Atlantic slave trade? *West Africa, Central Africa*

In print edition, see map of same title.

- Region From which parts of Africa were slaves sent across the Atlantic? *East and West Africa*
- Place Where were the largest number of slaves sent? *the New World, particularly the Caribbean*

## READING CHECK

**Analyze Effects** What were the effects of the slave trade? *decrease in African population, warfare, weakened societies*

## Teach the Main Idea

Many European countries established colonies in Africa.

**Identify** Where was the first European colony in West Africa established? *the Gold Coast*

**Explain** Why did Portugal establish colonies in East Africa as well as West Africa? *They wanted to control the trade on the Indian Ocean.*

**Identify Cause and Effect** What was the effect of the arrival of large numbers of Muslims in East Africa? *The Muslims forced the Portuguese almost completely out of the region.*

### More About . . .

**European Colonies in West Africa** In addition to Portugal, many other European nations established West African colonies. The Spanish, Dutch, British, and French all had a presence in the region. The Dutch, in particular, established a number of trading posts on the Gold Coast. Indeed, the Dutch eventually supplanted the Portuguese in West Africa. In turn, the Dutch were succeeded by the British and French.

### GAME

#### Welcome, Time Traveler!

Have students play the game to test their knowledge of African history by answering the questions.

### READING CHECK

**Identify Cause and Effect** Why did Europeans establish colonies in Africa? *competition among countries for the products of Africa*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** To what does Swahili refer? *the blended African-Arab culture and language in East Africa*

b. **Predict** How might East Africa have developed differently had Muslim traders not traveled there? *Possible answer: Africa might remain distant and unknown; seaport cities would not have developed; new products, people, and ideas would not have been introduced.*

2. a. **Identify** What goods brought Europeans to Africa? *gold and ivory; later, slaves*

b. **Make Generalizations** How did Mansa Musa's travels affect European views of Africa? *Because of his travels, rumors started of gold in Africa.*

## European Colonies in Africa

Trade in gold, ivory, and slaves made many Portuguese merchants very rich. Envious, other European countries rushed to grab part of the trade. The result was a struggle among several countries to establish colonies.

**Colonies in West Africa** The first European colony in West Africa was the **Gold Coast**, established by the Portuguese in 1482. It was located in the area now occupied by the country of Ghana. Most colonies in West Africa were named after the products traded there. In addition to the Gold Coast, the region had colonies called Ivory Coast and Slave Coast. To keep order in their colonies, Europeans built forts along West Africa's coast. These forts served both as trading centers and military outposts.

Over time, the colonies of West Africa merged. For example, the Portuguese gave their colony to the Dutch in the mid-1600s. Eventually, the entire Gold Coast came under the control of the British, who maintained the colony until the 1950s.

**The Portuguese in East Africa** While several countries had colonies in West Africa, only the Portuguese were interested in East Africa. They knew that trade on the Indian Ocean was very profitable, and they wanted to control that trade. However, the Portuguese knew they could not take over East Africa as long as strong African kingdoms ruled the region. To weaken those kingdoms, they encouraged rulers to go to war with each other. The Portuguese then made alliances with the winners.

However, Portuguese influence in East Africa was weakened when Muslims arrived. The Muslims forced the Portuguese almost completely out of the region. Although the Portuguese kept a colony in Mozambique, their influence was almost gone.

**Summary and Preview** Europeans arrived in Africa in the 1500s and built a number of colonies. Next, you will learn about another period of European involvement in Africa during the 1800s and about efforts to break free from European control.

**Reading Check**  
Identify Cause and Effect Why did Europeans establish colonies in Africa?

### Lesson 3 Assessment

#### Review Ideas, Terms, and Places

1. a. **Define** To what does Swahili refer?  
b. **Predict** How might East Africa have developed differently had Muslim traders not traveled there?
2. a. **Identify** What goods brought Europeans to Africa?  
b. **Make Generalizations** How did Mansa Musa's travels affect European views of Africa?
3. a. **Identify** What was the Middle Passage?  
b. **Summarize** Why did Europeans want slaves?
4. a. **Explain** Why did Europeans want to form colonies in West Africa?  
b. **Make Inferences** What do the names of European colonies suggest about European views of Africa?

#### Critical Thinking

5. **Summarize** Make a chart like this one. Then, use your notes to summarize the effects of each event or issue on the development of Africa.

| Event or Issue        | Effects |
|-----------------------|---------|
| Muslim Trade          |         |
| Slavery               |         |
| European Colonization |         |

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3. a. **Identify** What was the Middle Passage?

*the route across the Atlantic Ocean traveled by slave ships*

- b. **Summarize** Why did Europeans want slaves? *to serve as labor on plantations in the Americas*

4. a. **Explain** Why did Europeans want to form colonies in West Africa? *Possible answer: to dominate trade in competition with other countries*

- b. **Make Inferences** What do the names of European colonies suggest about European views of Africa? *Names like Gold Coast, Ivory Coast, and Slave Coast emphasized resources, not the people. This suggests that Europeans saw Africa more as a place to find valuable products than as the home of vibrant cultures.*

### Critical Thinking

5. **Summarize** Make a chart with two columns. Then, use your notes to summarize the effects of major events or issues on the development of Africa.  
*Muslim trade—growth of towns in East Africa; development of Swahili culture; Slavery—forced movement of millions of Africans out of the continent; weakening of African societies; increased conflict among cultures; European colonization—creation of European settlements; division of African culture groups; forced trade with Europe*

## ► Online Assessment

- Which of the following influenced the formation of Swahili?
  - Arabs and Africans intermarried and adopted characteristics of their cultures.
  - Greeks began trading with Africans and needed a way to communicate with them.
  - Africans did not have a written language and began using words from Chinese languages.
  - Chinese and Portuguese merchants taught Africans how to make porcelain and grow cotton.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Swahili language developed from the blending of many cultures and has adopted words from many languages, such as Arabic ▾, Bantu, and Persian.

- Why did many Europeans travel to West Africa during the 1400s and 1500s?

Select the **three** correct answers.

- They wanted to enslave people.
- They were searching for gold and ivory.
- They were searching for oil and natural gas.
- They were looking for a passage to South America.
- They were looking for new trade routes to India or China.
- They were looking for new trade routes to North America.

**Alternate Question** Which of the following were European explorers hoping to find by traveling to West Africa during the 15th century?

- coal
- gold
- iron
- oil

- How did the arrival of Europeans in the early 16th century affect West Africa?

- Europeans introduced enslaved people to Africa.
- Europeans decreased the demand for enslaved Africans.
- Europeans worked with African rulers to enslave people.
- Europeans enslaved Africans to work in gold mines there.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

European slave traders bought enslaved Africans from West and Central African tribal leaders to work on plantations in the Americas ▾.

- Why did many European countries establish colonies in West Africa?

- to start wars with West African tribal leaders
- to control the West African trade in porcelain, cotton, and silk
- to compete with Muslim merchants who traded with West Africans
- to profit from the West African trade in gold, ivory, and enslaved people

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

Many European nations understood that Portuguese merchants were becoming wealthy from the West African trade in gold, ivory ▾, and enslaved people and wanted to establish colonies there as well.

- Analyze Information How did Islam spread to East Africa?

Arab and Persian merchants began trading with East Africans by the year 1000, and by 1300 cities like Mogadishu, Mombasa, Kilwa, and Sofala became important trading centers. Muslims built mosques and learning centers in many of these cities, and Islam spread throughout East Africa. People from all levels of society were attracted to Islam.

- Draw Conclusions How did the travels of Mali's ruler Mansa Musa influence some Europeans to explore West Africa?

Mansa Musa traveled from Mali to Mecca on a religious pilgrimage, and along the way he passed out gifts of gold. Although many Europeans did not believe the legendary tales of his wealth, some Europeans traveled to West Africa in search of gold. Portugal was the first European country to explore sub-Saharan Africa in search of a passage to East Asia, and when they landed in West Africa, they discovered that the tales of Mansa Musa's wealth were true.

- Cause and Effect How did the transatlantic slave trade affect people who remained in Africa?

The slave trade dramatically reduced the population of Africa and destroyed many communities. It led to warfare between tribes who tried to capture their rivals as slaves. The long-term effect of the slave trade was to create years of mistrust among Africans.

- Analyze Information How were the Portuguese successful in establishing colonies in East Africa?

The Portuguese realized that they would not be able to establish colonies in East Africa while East African kingdoms remained powerful. To weaken East African kingdoms, the Portuguese encouraged African kings to go to war with each other. Following the conflict, the Portuguese made alliances with the victors.

## ADDITIONAL INSTRUCTIONAL MATERIALS

*continued from page 761*

### ADVANCED/GIFTED

#### **Trade Goods: Then and Now**

1. Remind students that centuries ago, Africa was rich in natural resources, including gold, and that today the continent is still rich in a variety of natural resources.
2. Have students work in small groups, and assign each group a country or region. Have each group conduct outside research to identify old and new resources that make Africa a resource-rich continent.
3. Have students create multimedia presentations that show the resources of their groups' assigned countries or regions, both then and now.

\*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research



# Imperialism and Independence

- Map: Imperialism in Africa, 1880–1914
- Diamond Mining

Visuals

Videos

LESSON 4

## Big Idea

In the late 1800s Europeans once again created colonies in Africa and became involved in African politics and economics.

- Biography: Cetshwayo c. 1826–1884
- Independence for Ghana
- The Man Who Saved Ethiopia
- Jomo Kenyatta
- Colonial Claims

Extend and Enrich

Maps, Graphs, and Charts

- Map: Traditional Ethnic Boundaries in Africa
- Map: African Independence

Sources

- Document-Based Investigation: Cecil Rhodes on Imperialism

## Assessment

- Key Terms Review
- Reading Check
- Graphic Organizer Activity
- Lesson Assessment

**KEY**

- Non-digital resource

## ► Online Lesson 4 Enrichment Activities

### Independence for Ghana

**Article** Students read about Ghana, the first colony in West Africa to gain independence after World War II, then create timelines of the country's independence movement.

### The Man Who Saved Ethiopia

**Article** Students read about Ethiopian emperor Menelik II and his efforts to prevent Italy from colonizing his nation, then speculate about how events might have proceeded differently.

### Jomo Kenyatta

**Biography** Students read about Kenyan independence leader Jomo Kenyatta, then write about his life and accomplishments in the form of an obituary.

### Colonial Claims

**Table** Students create tables identifying which European countries claimed colonies in Africa.

# Imperialism and Independence

## The Big Idea

In the late 1800s Europeans once again created colonies in Africa and became involved in African politics and economics.

## Main Ideas

- The search for raw materials led to a new wave of European involvement in Africa.
- The Scramble for Africa was a race to form colonies there.
- Some Africans resisted rule by Europeans.
- Nationalism led to independence movements in Africa.

## Key Terms and Places

entrepreneurs  
imperialism  
ethnocentrism  
Suez Canal  
Berlin Conference  
Boers  
nationalism



European explorers and traders journeyed to Africa in search of raw materials, such as ivory.

## If YOU lived there ...

You are the chief of an African village in 1890. For many years, your people have been at war with a village in the next valley. One day, however, a warrior from that village delivers a message to you. His chief has been approached by soldiers with strange clothes and weapons. They say that both villages are now part of a colony that belongs to a place called England. The other chief wants to know how you will deal with these strangers.

## How will you respond to the other chief?

## New Involvement in Africa

When Europeans first arrived in Africa in the 1400s, they hoped to get rich through trade. For centuries, controlling the trade of rare products from distant lands had been the surest road to wealth in Europe. The merchants who brought spices, silks, and other goods from Asia had been among the richest people on the continent.

With the beginning of the Industrial Revolution in the 1700s, however, a new road to riches emerged. Europeans found that they could become rich by building factories and making products that other people wanted, such as cheap cloth, tools, or steel. In order to make products, these business owners needed raw materials. However, Europe did not have sufficient resources to supply all the factories that were opening. Where were these resources to come from?

**The Quest for Raw Materials** By the 1880s Europeans had decided that the best way to get resources was to create new colonies. They wanted these colonies to be located in places that had abundant resources not easily available in Europe.

One such place was Africa. Since the slave trade had ended in the early 1800s, few Europeans had paid much attention to Africa. Unless they could make a huge fortune in Africa, most people did not care what happened there. As factory owners looked for new sources of raw

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## Teach the Main Idea

The search for raw materials led to a new wave of European involvement in Africa.

**Summarize** Why did European nations establish colonies in Africa? *to obtain raw materials for use in factories, to promote European customs and values, and to gain political power*

**Define** What is ethnocentrism? *the belief that one's own group or culture is better or more important than another*

**Explain** Why did Great Britain move into Egypt? *Instability in the Egyptian government threatened British access to the Suez Canal.*

## More About ...

**Economics and Imperialism** Between 1873 and 1896, Great Britain experienced an economic downturn known as the "Long Depression." Feeling the effects of this decline, the country's leaders put new emphasis on imperialism, hoping to claim an overseas empire before other nations did.

## Teach the Big Idea

### 1. Whole Class Open/Introduction

If **YOU** lived there ...

How will you respond to the other chief?

Review the scenario with students and lead a class discussion around responses to the question. Remind students that all responses are valid as long as they are supported with valid reasoning. You may wish to review the following points to frame your discussion.

**Consider reasons to ALLY with the British:**

- could work with the British to vanquish the neighboring village
- might gain protection and wealth

**Consider reasons to OPPOSE the British:**

- do not want to be occupied by foreign forces
- want to maintain your independence

**2. Direct Teach** Introduce the Big Idea: *In the late 1800s Europeans once again created colonies in Africa and became involved in African politics and economics.* Discuss whether imperialism benefited Africans and Europeans equally or if one group profited at the other's expense. Ask how students think African colonists reacted to European imperialists.

**3. Practice/Assess/Inquire** Have students name some economic, political, or cultural reasons why European nations might have wanted to build empires in Africa between 1880 and 1920.

**4. Explore** Organize the class into groups. Assign each group a category of reasons for imperialism: economic, political, or cultural. Have each group scan the lesson to find examples of Europeans exhibiting behavior from its category.

**5. Whole Group Close/Reflect** Have a volunteer from each group explain some of their reasons to the rest of the class. Then ask students to write a generalization why European nations practiced imperialism between 1880 and 1920. Ask volunteers to share their generalizations with the class.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; and 12: Drawing Conclusions

## ONLINE DOCUMENT-BASED INVESTIGATION

### History of Sub-Saharan Africa

Cecil Rhodes on Imperialism is the last of four document-based investigations that students will analyze in the History of Sub-Saharan Africa module. Cecil Rhodes was a British business tycoon and imperialist who owned huge diamond mines in southern Africa. Students can read about Rhodes's opposition to African rights in a British colony.

## ► ONLINE GRAPHIC ORGANIZER

### Imperialism and Independence

As students read the lesson, have them use the graphic organizer to take notes. Students can review their graphic organizer notes at the end of the lesson to answer the following question:

**Analyze Causes** What were the main forces that led to European involvement in Africa and to African calls for independence? *European involvement—economic drives, ethnocentrism, political rivalry; African independence—nationalism*

**Academic Vocabulary**  
values ideas that people hold dear and try to live by

## ► ONLINE LESSON FLIP CARDS

### Review Key Terms and Places

Students can use the flip cards in the Lesson Review at any time to review the lesson's key terms and places: **entrepreneurs, imperialism, ethnocentrism, Suez Canal, Berlin Conference, Boers, nationalism.**

## ► ONLINE DOCUMENT-BASED INVESTIGATION

### Cecil Rhodes on Imperialism

Cecil Rhodes was a British business tycoon and imperialist who owned huge diamond mines in southern Africa. Students can read about Rhodes's opposition to African rights in a British colony.

**Analyze Sources** How is Rhodes's speech an example of European ethnocentrism? *Rhodes declares that Africans are, by their nature, not equal to Europeans. He does not believe that they deserve to participate in the same government as European citizens.*

#### DOCUMENT-BASED INVESTIGATION HISTORICAL SOURCE

##### Cecil Rhodes on Imperialism

Business owner Cecil Rhodes served as prime minister of the Cape Colony, a British colony in South Africa. In an address to Parliament, he opposed the idea of land ownership and voting for native Africans in the colony.

"We fail utterly when we put natives on an equality with ourselves. If we deal with them differently and say, 'Yes, these people have their own ideas,' and so on, then we are all right; but when once we depart from that position and put them on an equality with ourselves, we may give the matter up.... As to the question of voting, we say that the natives are in a sense citizens, but not altogether citizens."

—Cecil Rhodes

from Cape House Parliament Speech, July 30, 1894.

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materials, though, some people took another look at Africa. For the first time, they noticed its huge open spaces and its mineral wealth.

Once again, Europeans rushed to Africa to establish colonies. Most of the new colonists who headed to Africa in the 1800s were **entrepreneurs**, or independent business people. In Africa, they built mines, plantations, and trade routes with the dream of growing rich.

**Cultural Interference** Though they were in Africa to get rich, the European entrepreneurs who moved there frequently became involved in local affairs. Often, they became involved because they thought their ideas about government and culture were better than native African ways. As a result, they often tried to impose their own ideas on the local people. This sort of attempt to dominate a country's government, trade, or culture is called **imperialism**.

European imperialists justified their behavior by claiming that they were improving the lives of Africans. In fact, many Europeans saw it as their duty to introduce their customs and **values** to what they saw as a backward land. This type of thinking is called **ethnocentrism**. It is the belief that one's own group or culture is better or more important than others. Europeans forced Africans to assimilate, or adopt, many elements of European culture. As a result, thousands of Africans became Christian and learned to speak European languages.

Imperialism had other effects on the lives of Africans. During the early 1900s several famines occurred across the continent. Often, these famines began because of a lack of rain. However, the production of cash crops in African colonies made the famines worse. Instead of growing food for Africans, many plantations produced raw materials for Europeans. This led to food shortages. Thousands of Africans died as a result.

One firm believer in imperialism was English business owner Cecil Rhodes. He believed that British culture was superior to all others and that it was his duty to share it with the people of Africa. To that end, he planned to build a long railroad between Britain's colonies in Egypt and South Africa. He thought this railroad would bring what he saw as the benefits of British civilization to all Africans. However, his railroad was never completed.

**Government Involvement** Though the early imperialists in Africa were entrepreneurs, national governments soon became involved as well. Their involvement was largely the result of rivalries between countries. Each country wanted to control more land and more colonies than its rivals did. As a result, countries tried to create as many colonies as they could and to block others from creating colonies.

For example, France began to form colonies in West Africa in the late 1800s. Seeing this, the British hurried to the area to form colonies of their own. Before long, Germany and Italy also sought to control land in West Africa. They did not want to be seen as less powerful than either France or Britain.

The English government also got involved in Africa for other reasons. The British wanted to protect the **Suez Canal**, a waterway built in Egypt in the 1860s to connect the Mediterranean and Red seas. The building of the

### STRUGGLING READERS

#### Preview the Lesson

1. Pair struggling readers with more proficient readers. Ask students to read the headings, look for bold and highlighted text, and examine the visuals shown in the lesson.
2. Tell students to use this information to predict what the lesson will be about. Discuss the features that helped them draw their conclusions.

\*Alternative Assessment Handbook, Rubric 1:  
Acquiring Information

### COLLABORATIVE LEARNING

#### The Effect of the Suez Canal

1. Have students conduct independent research on the effects of the 1867 opening of the Suez Canal and its effects on imperialism in Africa.
2. Organize the class into groups of four to six students. Have each group prepare a multimedia presentation that explains the importance and influence of the Suez Canal. Encourage students to use photos, graphs, charts, and timelines in their presentations.

\*Alternative Assessment Handbook, Rubrics 22: Multimedia Presentations; and 30: Research

#### Link to Economics

##### Diamond Mining

Among the resources that caught the eye of European entrepreneurs in Africa were diamonds. First discovered in South Africa in 1867, diamonds were extremely profitable. South Africa soon became the world's leading diamond producer. Nearly all of that production was done by one company, the De Beers Consolidated Mine Company, owned by English business leader Cecil Rhodes. De Beers mines, like the one shown here at Kimberley, poured the gems into the world market.

South Africa is still one of the world's leading diamond producers, and De Beers is one of the leading companies. By controlling the supply of diamonds available to the public, the company can command higher prices for its gems.



##### Analyze Information

How can a company control the supply of a product?

#### Reading Check

Categorize  
What were three reasons Europeans went to Africa?

canal had been funded by the Suez Canal Company. At first, this company consisted of French and Egyptian investors. Later, the British government became a main investor. The British used the canal as a fast route to their colonies in India. This led to increased trade between Britain and Asia. In the 1880s, however, instability in Egypt's government made the British fear they would lose access to the canal. As a result, the British moved into Egypt and took partial control of the country to protect their shipping routes.

### The Scramble for Africa

Desperate to have more power in Africa than their rivals, several European countries rushed to claim as much land there as they could. Historians refer to this rush to claim land as the Scramble for Africa. The Europeans moved so quickly to snap up land that by 1914 most of Africa had been made into European colonies. Only Ethiopia and Liberia remained independent.

**The Berlin Conference** For many years Europeans competed aggressively for land in Africa. Conflicts sometimes arose when many countries tried to claim the same area. To prevent these conflicts from developing into wars, Europe's leaders agreed to meet and devise a plan to maintain order in Africa. They hoped this meeting would settle disputes and prevent future conflicts.

The meeting European leaders held was called the **Berlin Conference**. Begun in 1884, it included representatives from 14 countries. Their decisions led to the division of Africa among various European powers. The conference left Africa a patchwork of European colonies.

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### IDENTIFY PROBLEM AND SOLUTION

#### The Berlin Conference

1. Tell students they are delegates to the Berlin Conference. Students may choose to represent any of the nations that actually sent delegations to the conference. Have each student write a list of his or her country's goals for the conference and ways in which he or she hopes that those goals will be accomplished.
2. Have volunteers identify the nations they represent and read their goals and solutions.

3. Guide students in a discussion of the Berlin Conference.
4. As an extension, have students prepare scripts and reenact the Berlin Conference for the class.

\*Alternative Assessment Handbook, Rubrics 32: Skits and Reader's Theater; and 38: Writing to Classify

### Teach the Main Idea

The Scramble for Africa was a race to form colonies there.

**Describe** How did the map of Africa change between 1880 and 1914? *In 1880 European countries controlled only a small part of Africa. By 1914 only two nations—Ethiopia and Liberia—remained independent.*

**Identify Cause and Effect** What were the effects of the Berlin Conference? *Africa was divided among various European powers; boundaries of the European colonies often divided African people with common backgrounds and forced traditional foes to live together, inciting ethnic conflict.*

**Recall** Who were the Boers, and why did they come into conflict with the British? *Dutch farmers who had arrived in South Africa in the 1600s; the British wanted gold discovered in Boer territory*

### More About . . .

**The Berlin Conference** The 1884 Berlin Conference was called at the request of Portugal, whose claims of certain lands along the Congo River were opposed by other European powers. Generally, the nations of Europe were suspicious of one another's attempts to claim territory in Africa. The conference was an attempt to negotiate questions and end the confusion over Europe's control of the continent.

Of the nations that participated in the conference, France, Germany, Great Britain, and Portugal were the major players. These nations controlled most of Africa at the time. German chancellor Otto von Bismarck headed the conference and welcomed the chance to create a German sphere of influence in Africa. He also wanted to play off Germany's colonial rivals against one another to the Germans' advantage.

### VISUALS

#### Link to Economics: Diamond Mining

Have students read the text and explore the image. You may wish to use the associated question as a discussion prompt.

**Analyze Information** How can a company control the supply of a product? *Possible answer: by limiting the goods they sell to the public*

### READING CHECK

**Categorize** What were three reasons Europeans went to Africa? *Possible answers: for raw materials, to establish businesses, to impose their ideas on the culture*



## ONLINE INTERACTIVE VISUALS

### Image Compare: Imperialism in Africa, 1880–1914

Have students explore and compare the maps using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** How did Africa change between 1880 and 1914? *Almost every country was colonized by European powers.*

In print edition, see map Imperialism in Africa, 1914.



## ONLINE INTERACTIVE MAPS

### Traditional Ethnic Boundaries in Africa

Have students explore the map using the interactive features and answer the associated question.

**Place** How does the number of ethnic groups in Africa compare to the number of countries? *There are many more ethnic groups than countries.*

When they were dividing Africa among themselves, Europe's leaders paid little attention to the people who lived there. As a result, the boundaries they drew for their colonies often divided kingdoms, clans, and families.

Separating people with common backgrounds was bad, but so was forcing people to live together who did not want to. Some European colonies grouped together peoples with different customs, languages, and religions. This forced contact between peoples often led to conflict and war. In time, the Europeans' disregard for Africans led to significant problems for Europeans and Africans alike.

**The Boer War** The Berlin Conference was intended to prevent conflicts over African territory, but it was not completely successful. In the late 1890s war broke out in South Africa between British and Dutch settlers. Each group had claimed the land and wanted to drive the other out.

Explore ONLINE!



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## INTERPRET MAPS

### The Scramble for Africa

1. Have students examine the Imperialism in Africa map and its inset in print or the Compare Images: Imperialism in Africa, 1880–1914 feature in the digital book.
2. Ask students to use the maps to answer the following questions: Which nation claimed the most land in 1880? *Great Britain* Which two nations claimed the most land by 1914? *France and Great Britain* About how much land did Belgium claim by 1914? *about 10,000 square miles (26,000 sq km)*

Which European nation claimed the least amount of land in 1914? *Spain* About how much land did the independent African nations of Ethiopia and Liberia claim in 1914? *about 5,200 square miles (13,468 sq km)*

\*Alternative Assessment Handbook, Rubric 21: Map Reading

Dutch farmers called **Boers** had arrived in South Africa in the 1600s. There they had established two republics. For about 200 years, the Boers lived mainly as farmers. During that time, they met with little interference from other Europeans. Things changed in the 1800s, though. In 1886 gold was discovered near the Orange River in South Africa. Suddenly, the land on which the Boers had been living became highly desirable.

Among those who wanted to control South Africa after gold was discovered were the British. In 1899 the British tried to make the Boers' land part of the British Empire. The Boers resisted, and war broke out.

The Boers did not think they could defeat the British in a regular war. The British had a much larger army than they did. In addition, the British troops had much better weapons than the Boers had. Instead, the Boers decided to wage a guerrilla war, one based on sneak attacks and ambushes. Through these tactics, the Boers quickly defeated several British forces and gained an advantage in the war.

However, these guerrilla tactics angered the British. To punish the Boers, they began attacking and burning Boer farms. They captured thousands of Boer women and children, imprisoning them in concentration camps. More than 20,000 women and children died in these camps, mostly from disease. In the end, the British defeated the Boers. As a result, South Africa became a British colony.

### African Resistance

The Europeans thought the Berlin Conference and the Boer War would put an end to conflict in Africa. Once again, however, they had overlooked the African people. For centuries, many Africans had fought against the slave trade. Now they fought against being ruled by Europeans. They refused to peacefully give up their own cultures and adopt European ways.

As a result, the Europeans who entered African territory often met with resistance from local rulers and peoples. Europeans were able to end most of these rebellions quickly with their superior weapons. However, two well-organized peoples, the Zulu and the Ethiopians, caused more problems for the Europeans.

**Zulu Resistance** One of the most famous groups to resist the Europeans was the Zulu of southern Africa. In the early 1800s a leader named Shaka had brought various Zulu groups together into a single nation. This nation was so strong that the Europeans were hesitant to enter Zulu territory.

After Shaka's death, the Zulu nation began to weaken. Even without Shaka's leadership, the fierce Zulu army successfully fought off the British for more than 50 years. In 1879, however, the British attacked the Zulu in force. Their superior weapons helped the British soundly defeat the Zulu in a few months. The Zulu lands were made into a new British colony.

Cetshwayo, king of the Zulu nation, led his army to resist imperial control. Though Zulu resistance was fierce, the British defeated them in 1879.



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### ENGLISH LANGUAGE LEARNERS

#### Town Hall Meetings

- To help students demonstrate their understanding of European imperialism, organize them into groups of four to conduct town hall meetings. Tell them that in these meetings, they will discuss an equitable division of territory.
- Assign each group member one of the following four roles: European entrepreneur, Dutch farmer (Boer), King Shaka of the Zulu, or Emperor Menelik II of Ethiopia.
- Before the meeting, have the students assigned to each role work together to plan their arguments.
- Have the students role-play discussions between the four parties that would result in a fair distribution of African territory.
- After the role-plays are over, ask the class: Why were Europeans successful at colonizing Africa?

\*Alternative Assessment Handbook, Rubrics 10: Debates; and 11: Discussions

### Teach the Main Idea

Some Africans resisted rule by Europeans.

**Identify** Which group resisted European colonizers in Southern Africa? *the Zulu*

**Recall** What was the only nation in Africa that was able to remain independent? *Ethiopia*

**Draw Conclusions** How did Ethiopia resist imperialism? *By building a modern army, matching European firepower, and defeating the Italians at the Battle of Adwa*

### More About . . .

**The Maji-Maji Rebellion** In 1905, several African groups in the colony of German East Africa united to rebel against imperialism. The Germans had ordered the native people of the colony to grow cotton for export to Germany, a demand many refused. To combat the Germans, a spirit medium and rebellion leader named Kinjikitile Ngwale encouraged his followers to attack German soldiers after sprinkling their bodies with magic water, or *maji*. The *maji* was supposed to protect the rebels from German bullets. The magic did not work, and the Germans killed thousands of Africans to quickly put down what became known as the Maji-Maji Rebellion.

### BIOGRAPHY

#### Cetshwayo

Have students read the biography of Cetshwayo. He was the nephew of Shaka and the last powerful king of the Zulu people.

### READING CHECK

**Analyze Effects** What were the results of the Berlin Conference? *the Europeans divided Africa among themselves grouping different people groups, leading to conflict*

## Teach the Main Idea

Nationalism led to independence movements in Africa.

**Define** What is nationalism? *devotion and loyalty to a country*

**Identify** Who were the Afrikaners? *white descendants of the original Dutch settlers of South Africa*

**Summarize** How did Kenya achieve independence?

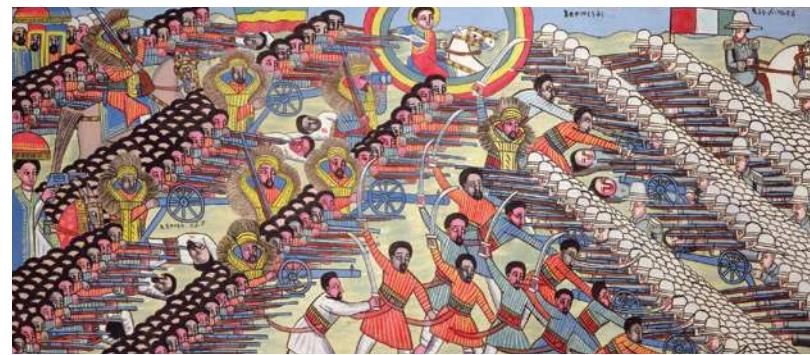
*Kenyan nationalists formed a violent movement called the Mau Mau, which fought white settlers; the British were unable to defeat the Mau Mau and granted Kenya independence in 1963.*

### More About . . .

**Jomo Kenyatta (c. 1891–1978)** As a young man in the 1920s, Kenyan nationalist leader Jomo Kenyatta joined a group that protested against Kenya's white-minority government. As a member of the Kikuyu ethnic group, Kenyatta spent most of his life fighting to gain more rights for his people. In 1952 the Kenyan government arrested and jailed Kenyatta for his alleged involvement in the Mau Mau movement. Though he denied association with the movement, he spent seven years in jail. In 1963, two years after Kenyatta's release from prison, Kenyans celebrated their independence and elected Kenyatta as their prime minister.

#### READING CHECK

**Draw Conclusions** Why did many Africans resist European imperialism? *They refused to adopt European culture at the expense of their own.*



This painting of the Battle of Adwa was created years after the battle. The battle kept Ethiopia from becoming an Italian colony and is still celebrated today.

**Ethiopian Resistance** Although most resistance to European imperialism was ended, one kingdom managed to remain free from European control. That kingdom was Ethiopia. It is the only country in Africa never to have been a European colony. Its success in fighting the Europeans was due largely to the efforts of one man, Emperor Menelik II.

Menelik had seen that the strength of European armies was based on their modern weapons. He therefore decided that he would create an equally powerful army with modern weapons bought from Europeans. As a result, when the Italians invaded Ethiopia in 1895, the Ethiopian army was able to defeat the invaders. This victory in the Battle of Adwa is celebrated as a high point in Ethiopian history.

### Nationalism and Independence

Many Africans were understandably unhappy with European control of their lands. For centuries, they had ruled their own kingdoms. Now they were forced to accept foreign leaders. After several rebellions had been put down, however, many people had resigned themselves to being colonies.

In the 20th century that attitude began to change. Across Africa, people in European colonies began to call for—and eventually gain—their independence. This call was largely the result of increased **nationalism**, or devotion and loyalty to a country. How nationalism was expressed, and how it affected independence, varied from place to place. South Africa, Nigeria, and Kenya, for example, followed very different paths.

**South Africa** South Africa was one of the first African colonies to gain independence. After the Boer War, the British tried to promote British culture in the colony. This move angered descendants of early Dutch settlers, who were called Afrikaners. The Afrikaners feared, for example, that laws requiring all children to learn English were an attempt to stamp out their language. Afrikaner nationalists complained to the new government.

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### ADVANCED/GIFTED

#### African Resistance

- Organize the class into four groups, and assign each group one of the following topics related to imperialism in Africa: the Zulu, Ethiopia, French West Africa, and German East Africa.
- Have students reread the information about African resistance in the text and conduct additional research on their assigned topics. Have students use what they learned to create posters about imperialism, focusing on their specific

topics. Have students include pictures, photographs, first-person accounts, contemporary newspaper stories, maps, charts, graphs, and/or timelines on their posters.

- Have groups present their posters to the class. Display posters in the classroom for students to see.

\*Alternative Assessment Handbook, Rubrics 1: Acquiring Information; 24: Oral Presentations; and 28: Posters



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## ONLINE INTERACTIVE VISUALS

### Image Compare: African Independence

Have students explore and compare the maps using the interactive slider. You may wish to use the associated question as a discussion prompt.

**Analyze Visuals** In what decade did most of the African nations gain their independence? 1960s

In print edition, see maps titled Africa, 1955, and Africa, 1975.

**1. Place** Which countries in Africa were already independent in 1955? Libya, Egypt, Ethiopia, South Africa, Liberia

**2. Location** In what decade did most of the African nations gain their independence? 1960s



## SPECIAL NEEDS STUDENTS

### Causes and Effects of Independence Movements

1. Have students discuss why Africans in colonies might want independence. List students' responses on the board.
2. Have students identify different countries and what steps people took to gain their independence and the results of those efforts.

3. Ask students to discuss whether European colonization generally had a more positive or a more negative effect on Africa.

\*Alternative Assessment Handbook, Rubrics 6: Causes and Effect; and 11: Discussions

## READING CHECK

**Contrast** How were the paths taken to independence by Nigeria and Kenya different? *Nigeria gained its independence through peaceful political movements. Kenya took a more violent route.*

## Print Assessment

### Review Ideas, Terms, and Places

1. a. **Define** What role did entrepreneurs play in European imperialism in Africa? *They built mines, plantations, and trade routes in Africa; they became involved in local affairs.*
- b. **Explain** Why did European governments want to form colonies in Africa? *rivalries between countries; protecting their economic interests*
2. a. **Summarize** What happened at the Berlin Conference? *Africa was divided into European colonies.*
- b. **Predict** What problems do you think the Berlin Conference caused in Africa after the Europeans left? *lasting resentment, war*
3. a. **Identify** Which African country never became a colony? *Ethiopia*
- b. **Make Inferences** Why did most African resistance fail? *They were unable to match the strength of European armies and their modern weapons.*
4. a. **Explain** How did nationalism help bring about independence in South Africa, Nigeria, and Kenya? *caused people to band together, motivated their struggle*
- b. **Draw Conclusions** Why do you think the British were determined to keep Kenya a colony? *their economic interests in growing crops such as coffee*

### Critical Thinking

5. **Identify Cause and Effect** Use your notes and the diagram to identify the causes and effects of European imperialism in Africa. *Possible answers: causes: claims to improve the lives of Africans, ethnocentrism, economic interests; effects: famines, conflict, war, deaths*

Outnumbered by the Afrikaners, the British agreed to compromise. They allowed Afrikaners to run for and hold political offices. In 1908 English and Afrikaner delegates met to write a constitution for South Africa. It granted equal power to English and Afrikaner citizens but banned native Africans from any role in the government. The constitution was approved by Parliament the next year, and South Africa became independent.

**Nigeria** Like South Africa, Nigeria had been a British colony. By the early 20th century, however, many Nigerians were unhappy with colonial rule. In an effort to keep people happy, the British created assemblies and allowed Nigerian colonists to vote for their representatives. These assemblies had little power, but they were welcomed as a step toward freedom.

Although the people of Nigeria belonged to hundreds of ethnic groups, they banded together in their quest for independence. In the 1920s Nigerian nationalists formed their first political party. Over the next few decades, nationalist politicians ran for and won offices. Soldiers who had fought for Britain in World War I and World War II joined in their call for self-rule. Feeling pressured, the British gradually gave the assemblies more power. Finally, in 1960, the British granted Nigeria full independence.

**Kenya** Some British colonies did not find the road to independence as smooth as South Africa and Nigeria. For example, Kenya only became independent after a long and violent struggle. The British were determined to hold onto Kenya, where they could grow such valuable crops as coffee.

To reclaim their land, a group of Kenyan nationalists formed a violent movement called the Mau Mau. Its goal was to rid Kenya of white settlers. Between 1952 and 1960 the Mau Mau terrorized the British in Kenya, killing any who opposed them. The British tried to fight back but were unsuccessful. Eventually, they gave in. In 1963 they made Kenya a free country.

**Summary** In the 1800s Europeans divided Africa into dozens of colonies. In the 20th century, many African nations achieved independence, though the steps they took to reach that goal varied widely.

### Lesson 4 Assessment

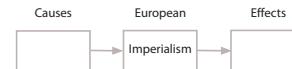
#### Review Ideas, Terms, and Places

1. a. **Define** What role did entrepreneurs play in European imperialism in Africa?
- b. **Explain** Why did European governments want to form colonies in Africa?
2. a. **Summarize** What happened at the Berlin Conference?
- b. **Predict** What problems do you think the Berlin Conference caused in Africa after the Europeans left?
3. a. **Identify** Which African country never became a colony?
- b. **Make Inferences** Why did most African resistance fail?

4. a. **Explain** How did nationalism help bring about independence in South Africa, Nigeria, and Kenya?
- b. **Draw Conclusions** Why do you think the British were determined to keep Kenya a colony?

#### Critical Thinking

5. **Identify Cause and Effect** Use your notes and the diagram to identify the causes and effects of European imperialism in Africa.



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## COLLABORATIVE LEARNING

### Independence in Africa

1. Organize the class into small groups, and have each group list three or four African countries that students want to learn more about.
2. Have each group vote to select one country. Create a class list of each group's country. Try to avoid duplication of countries on the list. Some groups may have to vote again to choose another country.
3. Have groups conduct outside research about their chosen countries. Research should focus on the countries' paths to independence. Each group should report

on its country's date of independence, former colonizing country, path to independence, and significant leaders, along with any other significant or interesting information. Remind students to use reliable sources.

4. Have groups prepare multimedia presentations for the class about independence in their chosen countries. Reports should include maps, charts, and graphs as a means of telling the country's story.

\*Alternative Assessment Handbook, Rubrics 14: Group Activity; 22: Multimedia Presentations; and 30: Research

## ► Online Assessment

- Why did the Industrial Revolution encourage some European nations to establish colonies in Africa?
  - Europeans needed African labor to work in their factories.
  - Europeans wanted to spread their culture throughout Africa.
  - Europeans wanted to spread their religions throughout Africa.
  - Europeans needed raw materials from Africa with which to supply their factories.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The driving force behind European colonization of Africa was *industrialization*  the desire for raw materials to supply a nation's factories.

- What was the purpose of the Berlin Conference of 1884?
  - to decide which European country would control Ethiopia
  - to allow the United States to create an independent Liberia
  - to divide Africa among European powers to avoid future conflict
  - to create African national boundaries that respect ethnic differences

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

The Berlin Conference was formed to ensure that European countries agree on the division of *Africa*  and to avoid the possibility of future warfare.

- Which of the following is an accurate statement about European settlement of Africa?
  - Europeans were able to overcome African resistance with superior weapons.
  - Europeans blended their cultures with African traditions and created new cultures.
  - African leaders eagerly gave up their cultural traditions and accepted European ways.
  - African leaders accepted foreign control of their land because Europeans built railroads.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

African leaders who did not want to give up their cultural traditions sometimes resisted violently but were quickly defeated by European *firearms* .

- How did the independence movements in South Africa and Nigeria differ?
  - Native South Africans militarily defeated the British, while the British granted native Nigerians statehood.
  - Nigeria gained its independence from the French, while South Africa gained its independence from the British.
  - Native South Africans were excluded from political participation, while native Nigerians became nationalist politicians.
  - Nigeria was the first African nation to gain independence, while South Africa was one of the last African countries to gain independence.

**Alternate Question** Select the answer choice from the drop-down list to complete the sentence correctly.

South Africa was the first African nation to gain independence from the British, while *Nigeria*  did not gain independence until 1960.

- Apply Concepts How are imperialism and nationalism related? Explain your answer by using an African colony as an example.

*During the 1800s, Great Britain and France claimed large areas of Africa, and soon other nations, like Italy and Germany, did likewise. Imperialism caused competition among European nations whose leaders believed that in order to improve their national economies, they needed to establish colonies in areas rich in natural resources or along trade routes. For example, Great Britain took over Egypt, in part, to control the Suez Canal, the main trade route between the Mediterranean and the riches of East Asia and the British colony of India.*

- Draw Conclusions Why was the Berlin Conference not entirely successful in preventing war between Europeans over land in Africa? Explain a reason for the conflict and its outcome.

*The Berlin Conference helped lessen the likelihood of war between European nations. However, in South Africa, Dutch settlers and the British fought over control of land rich in gold deposits. The Boer War that began in 1899 was a bloody guerilla war between the British army and the Boers. Dutch settlers had lived in South Africa since the 1600s, but the British did not respect their land claims. The war ended when the British rounded up Boer women and children and placed them into concentration camps, resulting in the deaths of thousands of Dutch settlers. South Africa became a British colony after the Boers were defeated.*

- Summarize Why were the Ethiopians able to prevent Europeans from taking their territory?

*Ethiopian emperor Menelik II understood that in order to prevent Europeans from taking over his country, Ethiopia must be armed with modern weapons. As a result, the emperor bought weapons from European nations and was able to successfully repel an Italian invasion at the Battle of Adwa.*

- Analyze Information Why was the Kenyan independence movement violent?

*Unlike in Nigeria and South Africa, Great Britain did not grant Kenya independence without a violent struggle. Great Britain was determined to hold onto the valuable colony that grew many agricultural products like coffee. Kenyan nationalists formed a violent movement called the Mau Mau, who violently tried to push out the British.*



# Social Studies Skills

## Understand Continuity and Change

### Define the Skill

A well-known saying claims that “the more things change, the more they stay the same.” Nowhere does this observation apply better than to the study of history. Any examination of the past will show many changes—nations expanding or shrinking, empires rising and falling, changes in leadership, or people on the move, for example.

The reasons for change have not changed, however. The same general forces have driven the actions of people and nations across time. These forces are the threads that run through history and give it continuity, or connectedness. They are the “sameness” in a world of continuous change.

### Learn the Skill

You can find the causes of all events of the past in one or more of these major forces or themes that connect all history.

- 1. Cooperation and Conflict** Throughout time, people and groups have worked together to achieve goals. They have also opposed others who stood in the way of their goals.
- 2. Cultural Invention and Interaction** The values and ideas expressed in art, literature, customs, and religion have enriched the world. But the spread of cultures and their contact with other cultures have produced conflict as well.
- 3. Geography and Environment** Physical environments and natural resources have shaped how people live. Efforts to gain, protect, or make good use of land and resources have been major causes of cooperation and conflict in history.

**4. Science and Technology** Technology, or the development and use of tools, has helped humans across time make better use of their environment. Science has also changed their knowledge of the world and their lives.

**5. Economic Development** From hunting and gathering to herding, farming, trade, and manufacturing, people have tried to make the most of their resources. The desire for a better life has also been a major reason people have moved from one place to another.

**6. The Impact of Individuals** Political, religious, military, business, and other types of leaders have shaped history. The actions of many ordinary people have also influenced events.

**7. Nationalism and Imperialism** *Nationalism* is the desire of a people to have their own country. *Imperialism* is the desire of a nation to influence or control other nations. Both have existed across time.

**8. Political and Social Systems** People have always been part of groups—families, villages, nations, or religious groups, for example. The groups to which people belong shape how they relate to others.

### Practice the Skill

Check your understanding of continuity and change in history by answering the following questions.

- What forces of history are illustrated by the events in the module you just studied? Explain with examples. *Answers will vary, but possible answers may include travel, technology, trade, and religion.*
- How do the events in this module show continuity between earlier and later periods in African history? Can you compare some themes across time? *Answers will vary, but students should provide examples of how certain continuity themes in African history changed and stayed the same over time.*

## Social Studies Skills

### Understand Continuity and Change

Being able to understand history and to locate ourselves in time involves knowing what things were like in the past and how they have changed. To help develop students’ chronological thinking, lead a discussion on continuity and change in your own community. Consider finding images that reveal something about the community in the past that can be contrasted with the present, such as transportation methods, economic activity, clothing styles, and cultural or social activities. If possible, go back at least 50 years so the changes will be more obvious. Using the images as evidence, ask students to describe ways the community has changed and ways it has stayed the same.

### Answers

### Practice the Skill

Check your understanding of continuity and change in history by answering the following questions.

- What forces of history are illustrated by the events in the module you just studied? Explain with examples. *Answers will vary, but possible answers may include travel, technology, trade, and religion.*
- How do the events in this module show continuity between earlier and later periods in African history? Can you compare some themes across time? *Answers will vary, but students should provide examples of how certain continuity themes in African history changed and stayed the same over time.*

## Module 23 Assessment

### Print Assessment

#### Review Vocabulary, Terms, and Places

Choose the letter of the answer that best completes each statement below.

1. People who move from place to place in search of food are called
  - a. nomads.
  - b. hominids.
  - c. traders.
  - d. entrepreneurs.
2. The earliest sites where anthropologists found hominids were in
  - a. Asia.
  - b. Europe.
  - c. Africa.
  - d. North America.
3. The blended culture that formed in East Africa by blending elements of African and Arab culture is called
  - a. Coptic.
  - b. Swahili.
  - c. Gao.
  - d. Mali.
4. Enslaved Africans were carried to the Americas on a trip called the
  - a. hajj.
  - b. Gold Coast.
  - c. Bantu migration.
  - d. Middle Passage.
5. The Muslim leader of Mali who spread Islam and made a famous pilgrimage to Mecca was
  - a. Emperor Menelik II.
  - b. Askia the Great.
  - c. Mansa Musa.
  - d. Shaka.
6. Early Stone Age nomadic peoples who lived off the land were called
  - a. farmers.
  - b. hominids.
  - c. traders.
  - d. hunter-gatherers.
7. When one country tries to dominate another country's trade, government, or culture, it is called
  - a. imperialism.
  - b. ethnocentrism.
  - c. entrepreneurs.
  - d. hunter-gatherers.

#### Comprehension and Critical Thinking

##### LESSON 1

8. a. **Describe** What kinds of tools did people make in the Stone Age in Africa? *stone choppers, hand axes, knives, spears, bows*
- b. **Analyze Issues** What evidence have anthropologists found to suggest hominids first developed in East Africa and moved to the rest of the continent? *The oldest remains were found in East Africa, while more recent remains have been found elsewhere.*
- c. **Make Inferences** Why have anthropologists studied African cultures to learn what life was like in the Stone Age? *Some African cultures continued to use Stone Age technology into the 21st century, living as their ancestors had centuries before, which has helped researchers learn how other Stone Age cultures lived.*

#### Review Vocabulary, Terms, and Places

Choose the letter of the answer that best completes each statement below.

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#### Comprehension and Critical Thinking

##### Lesson 1

8. a. **Describe** What kinds of tools did people make in the Stone Age in Africa?
- b. **Analyze Issues** What evidence have anthropologists found to suggest hominids first developed in East Africa and moved to the rest of the continent?
- c. **Make Inferences** Why have anthropologists studied African cultures to learn what life was like in the Stone Age?

##### Lesson 2

9. a. **Sequence** List the three great kingdoms of West Africa in the order in which they came to power.
- b. **Contrast** How were the religious beliefs of the people of Ethiopia different from those of the people of Songhai?
- c. **Draw Conclusions** What role did gold play in the histories of Africa's major kingdoms?

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#### ONLINE DOCUMENT-BASED INVESTIGATION

##### History of Sub-Saharan Africa

Have students complete and review all of the DBI activities in Part 1.

Use this Analytical Essay Rubric to score students' work in Part 2.

##### RUBRIC

- Students' essays should
- present an analysis of the topic that is detailed and relevant
  - develop the analysis logically, clearly, and accurately
  - cite at least three sources of relevant text evidence from Part 1 in support of their analysis
  - be organized with a distinct introduction, a main body, and a conclusion that sums up the main points

#### Write an Analytical Essay

Since at least the days of the Mali Empire, Africans have been in contact with people from many cultures. In some cases, this contact has had positive results, bringing wealth and new technologies to the region. In other cases, however, it has had disastrous effects for the people of Africa. Write an essay analyzing the effects of contact with other cultures on sub-Saharan Africa. Be sure to cite specific evidence from at least three sources in your response.

## Module 23 Assessment, continued

### Lesson 3

10. a. **Analyze Events** What brought Islam to East Africa? What was the result of its arrival?  
b. **Draw Conclusions** Why do you think early European activity in Africa was limited mostly to West Africa?  
c. **Develop** How did the slave trade weaken African society?

### Lesson 4

11. a. **Define** What is imperialism, and what led to European imperialism in Africa?  
b. **Sequence** What led to the Boer War?  
c. **Elaborate** Why do you think few groups were successful in resisting European imperialism?

### Reading Skills

12. **Understand Cause and Effect** Use the Reading Skills taught in this module to complete the following activity.

To make trade easy and profitable, traders and African locals built cities all along the coast. Muslim traders from Arabia and Persia settled down in many of these coastal trading cities. In time, the cities developed large Muslim communities. Africans, Arabs, and Persians lived near each other and worked together.

One result of this closeness was the spread of Islam through East Africa. People at all levels of society, from workers to rulers, adopted Islam. As a result, mosques appeared in cities and towns throughout the region.

Make a graphic organizer to analyze causes and effects listed above. Create as many boxes as you need to list the causes and effects.

### Social Studies Skills

13. **Understand Continuity and Change** Use the Social Studies Skills taught in this

module to complete the following activity. List an example from this module of people or groups who have worked together to achieve goals, and list one example of people or groups who opposed each other.

### Map Activity 21<sup>st</sup> CENTURY

14. **Africa** On a separate sheet of paper, match the letters on the map with their correct labels.

Ghana Empire      South Africa      Egypt  
Kongo Kingdom      Kingdom of Ethiopia



### Focus on Writing

15. **Write a Proverb** Does the early bird get the worm? If you go outside at sunrise to check, you missed the fact that this is a proverb that means "The one that gets there first can earn something good." West African storytellers created many proverbs that expressed wisdom or truth. Write three proverbs that might have been said during the time of the West African empires. Make sure your proverbs are written from the point of view of a person living during those centuries.

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## LESSON 2

9. a. **Sequence** List the three great kingdoms of West Africa in the order in which they came to power. *Ghana, Mali, Songhai*  
b. **Contrast** How were the religious beliefs of the people of Ethiopia different from those of the people of Songhai? *Ethiopia was Christian; Songhai was Muslim.*  
c. **Draw Conclusions** What role did gold play in the histories of Africa's major kingdoms? *Gold was one of Africa's most valuable trade goods. Kingdoms all over the continent grew wealthy by controlling the supply and distribution of gold.*

## LESSON 3

10. a. **Analyze Events** What brought Islam to East Africa? What was the result of its arrival? *Trade brought Islam; the result was a blending of cultures called Swahili.*  
b. **Draw Conclusions** Why do you think early European activity in Africa was limited mostly to West Africa? *West Africa is the first destination ships from Europe would have reached. With valuable goods to be found there, many traders would have had little interest in sailing farther or hiking inland.*  
c. **Develop** How did the slave trade weaken African society? *decreased population; millions of people were enslaved and thousands died; created resentment, mistrust, and warfare between groups*

## LESSON 4

11. a. **Define** What is imperialism, and what led to European imperialism in Africa? *the attempt to dominate a country's government, trade, or culture; Europeans wanted to control resources from Africa and to impose European customs there*  
b. **Sequence** What led to the Boer War? *discovery of gold in Boer and British effort to make the land part of the British Empire*  
c. **Elaborate** Why do you think few groups were successful in resisting European imperialism? *Possible answer: Europeans had more advanced weapons than most African people and could defeat them in war.*

## Essential Question ESSAY

How is the story of Africa the story of humankind?

### RUBRIC

- Students' essays should
- respond to the Essential Question with a specific position
  - illustrate valid reasoning supporting their position
  - cite persuasive evidence supporting their position
  - identify key people, events, and/or turning points that demonstrate understanding of the module content
  - be organized into a distinct introduction, main body, and conclusion

Write an argument answering this question. Your essay should include specific details about the history of Africa. Be sure to cite evidence to support your point and organize your essay into an introduction, body, and conclusion.

**Alternative Activity** Instead of writing essays, address the Essential Question through activities such as holding debates, creating multimedia presentations, or writing journal entries. See the Alternative Assessment Handbook for a selection of project rubrics.

(continued)

## Print Assessment (continued)

### Reading Skills 21<sup>ST</sup> CENTURY

12. **Understand Cause and Effect** Use the Reading Skills taught in this module to complete the following activity.

To make trade easy and profitable, traders and African locals built cities all along the coast. Muslim traders from Arabia and Persia settled down in many of these coastal trading cities. In time, the cities developed large Muslim communities. Africans, Arabs, and Persians lived near each other and worked together.

One result of this closeness was the spread of Islam through East Africa. People at all levels of society, from workers to rulers, adopted Islam. As a result, mosques appeared in cities and towns throughout the region.

13. Make a graphic organizer to analyze causes and effects listed above. Create as many boxes as you need to list the causes and effects. *Causes—desire for easy and profitable trade; mingling of Africans, Arabs, and Persians in communities; spread of Islam; Effects—building of cities in East Africa; spread of Islam; building of mosques*

### Social Studies Skills

14. **Understand Continuity and Change** Use the Social Studies Skills taught in this module to complete the following activity. List an example from this module of people or groups who have worked together to achieve goals, and list one example of people or groups who opposed each other.

*Answers will vary. Possible answers: Traders in silent barter worked together, as did nationalist groups in Nigeria. The Boers and the British opposed each other, as did the Portuguese and the Kongolese.*

### Map Activity

15. **Africa** On a separate sheet of paper, match the letters on the map with their correct labels.

Ghana Empire    South Africa    Egypt    Kongo Kingdom  
Kingdom of Ethiopia

- A. South Africa  
B. Ghana Empire  
C. Kingdom of Ethiopia  
D. Egypt  
E. Kongo Kingdom

### Focus on Writing

16. **Write a Proverb** Does the early bird get the worm? If you go outside at sunrise to check, you missed the fact that this is a proverb that means "The one that gets there first can earn something good." West African storytellers created many proverbs that expressed wisdom or truth. Write three proverbs that might have been said during the time of the West African empires.

Make sure your proverbs are written from the point of view of a person living during those centuries.

#### RUBRIC Students' proverbs should:

- express simple bits of wisdom or truth
- be brief and memorable
- use colorful or vivid language
- include three examples
- reflect some element of West African culture

## Online Assessment

1. Archaeologists believe that different hominid species developed different skills and had different abilities. Select the correct button in the table to show which hominid species is being described.

|  | Homo sapiens                     | Homo habilis                     | Homo erectus                     | Australopithecus                 |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Its name means "wise man."   | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| Its name means "handy man."  | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| Its name means "upright man."  | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| It first used fire to cook food and for protection.                    | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            |
| It first used stone tools for chopping and scraping.                   | <input type="radio"/>            | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            |
| It developed language and spread throughout the world.                 | <input checked="" type="radio"/> | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            |
| It is one of the oldest hominid species that first walked on two legs. | <input type="radio"/>            | <input type="radio"/>            | <input type="radio"/>            | <input checked="" type="radio"/> |

2. Which of the following first developed during the Early Stone Age?

- People began herding animals.
- People hunted animals for food.
- People created large communities.
- People harvested crops to sell to others.

3. How can anthropologists theorize how people may have lived during the Stone Age?

- by studying how diseases spread
- by understanding how iron tools were used
- by observing tribal traditions and how humans work today
- by translating ancient languages and reading written records

4. Drag the name of the individual into the box next to his description.

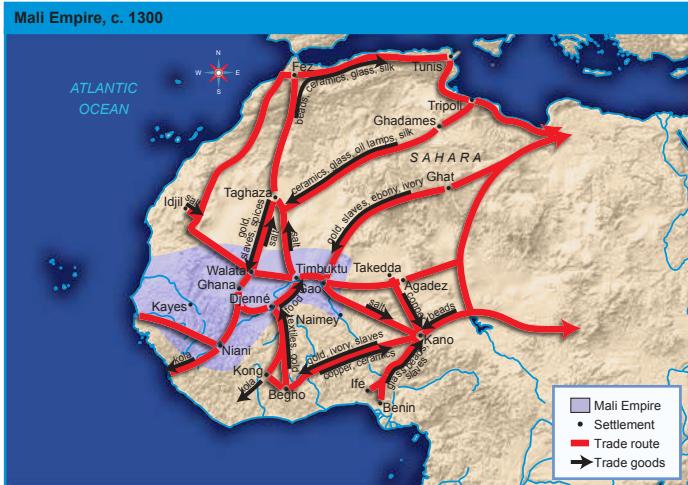
|   |               |
|---|---------------|
| made Christianity the official religion of Aksum                | King Ezana    |
| leader of Mali who introduced cotton to the region              | Sundiata      |
| leader of Ghana during its height of power and influence        | Tunka Manin   |
| ordered the construction of many Christian churches in Ethiopia | King Lalibela |

5. Why did Ghana's power decline?

Select the **three** correct answers.

- Europeans opened an alternate overseas trade route.
- Rebellion by a conquered tribe weakened the empire.
- The Almoravids invaded the empire and cut off trade routes.
- Mines ran out of gold, so they had nothing with which to trade.
- Merchants were overtaxed, and they refused to trade with the empire.
- Grazing animals turned fertile soil into dust and destroyed agriculture.

6. Use the map to answer the question.



Which conclusion can be made from the information in the map?

- Mali's kings became wealthy by taxing European sailors.
- Mali's kings became wealthy by taxing Indian merchants.
- Mali's location allowed the empire to control trade in West Africa.
- Mali's location allowed the empire to control trade in North Africa.

7. Use the map to answer the question.



How did the geography of Africa influence trading patterns?

- Overland trading routes went through the rain forests of Central Africa.
- Merchants from India traveled overland to reach East African trading centers.
- Overland trading routes connected the west and east coasts of Central Africa.
- Merchants from Arabia traveled overland to reach East African trading centers.

8. Why did the transatlantic slave trade finally end during the 19th century?

- African rulers stopped selling enslaved people.
- The practice of enslaving people became unprofitable.
- Slave traders decided that the practice of slavery was immoral.
- National governments outlawed its practice because it was immoral.

9. Drag the name of the European nation into the order that it took possession of areas in the Gold Coast region.

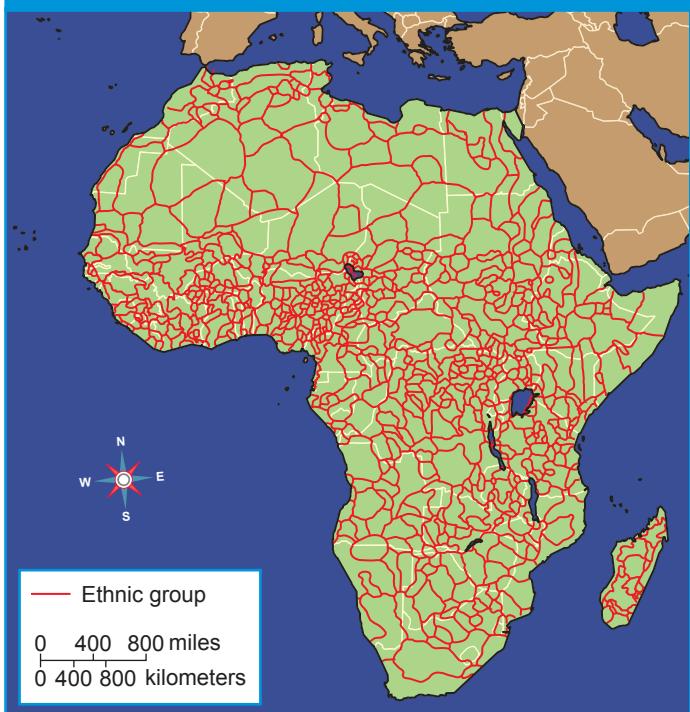
Portugal  
The Netherlands  
Great Britain

10. How did imperialism negatively affect Africa?

- when doctors gave medicine to Africans
- when Europeans introduced their political ideas to Africans
- when landowners used valuable land to grow cash crops instead of food
- when entrepreneurs invested money in improving transportation networks

11. Use the map of African nations to answer the question.

Traditional Ethnic Boundaries of Africa



Which conclusion can be made from the information in the map?

- Many ethnic groups are divided by natural barriers like rivers.
- African trade routes cut through many ethnic boundaries.
- There are more ethnic groups in the north of Africa than in the south.
- African national boundaries do not correspond well with ethnic divisions.

12. Drag the name of the individual into the box next to his description.

|   |              |
|---|--------------|
| last Zulu leader who was defeated by the British                                      | Cetshwayo    |
| emperor of Ethiopia who successfully resisted an Italian invasion of his country      | Menelik II   |
| leader who united numerous Zulu groups in resisting a British takeover of his lands   | Shaka        |
| British entrepreneur who believed it was his duty to bring European culture to Africa | Cecil Rhodes |