

MAIN IDEAS

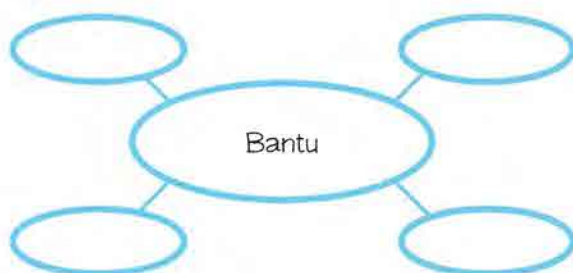
- 1 **Geography** The people of west, central, and southern Africa adapted to life in a variety of environments.
- 2 **Economics** The Nok people were the first ironworkers of West Africa.
- 3 **Geography** Migration by the Bantu people from West Africa populated central and southern Africa.

TAKING NOTES

Reading Skill:

Explaining Geographic Patterns

Recognizing geographic patterns means seeing the overall shape or trend of geographic characteristics. In Lesson 3, look for details about the nomadic migrations of the Bantu people of Africa. Record the information on a web diagram.



 Skillbuilder Handbook, page R16



▲ **Sculpture** This Nok terra cotta (ceramic clay) sculpture depicts a seated dignitary, a person of high status.

Words to Know

Understanding the following words will help you read this lesson:

alternate to happen in turns, first one and then the other (page 203)

*The rainy and dry seasons **alternate**, giving the sense of an unending cycle.*

ironsmith a person who works with iron (page 205)

*The farmer visited several **ironsmiths** to see which one would repair his tools for the lowest cost.*

herd to tend to or watch over sheep, cattle, or other animals (page 206)

*Some groups of Africa's Bantu people were renowned for their **herding** skills.*

intermarry to marry a member of another group (page 207)

*Individuals from the two cultures **intermarried**.*

West, Central, and Southern Africa

TERMS & NAMES

animism

griot

Nok

Bantu

migration

Build on What You Know You have been learning about some of the people living in eastern Africa. You will now learn about the people of west, central, and southern Africa.

Early Life in Africa

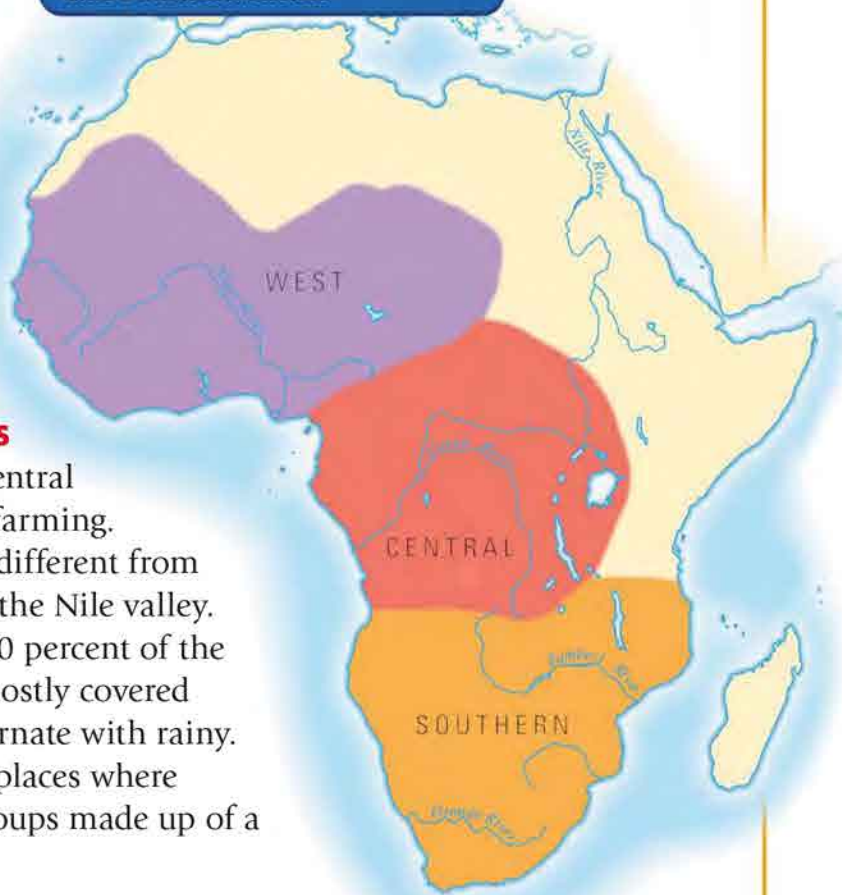
- 1 ESSENTIAL QUESTION** What were some of the environments that the people of west, central, and southern Africa had to adapt to?

As the Sahara dried up, about 4000 B.C., people moved south into West Africa around the Niger River, just as they had moved eastward into the Nile valley. West, central, and southern Africa included savannahs (flat, grassy, mostly treeless plains) and rain forests.

A Variety of Environments

The rain forests in west and central Africa did not support much farming. People's lives there were very different from the settled lives of farmers in the Nile valley. Savannahs cover more than 40 percent of the African continent. They are mostly covered with grasses. Dry seasons alternate with rainy. These savannahs became the places where most people lived in small groups made up of a number of families.

Regions of Africa: West, Central, and Southern Africa



Desertification

The Sahara has been expanding for thousands of years. This expansion of dry, desertlike conditions into fertile areas is called desertification.

Normally, desertification results from nature's long-term climate cycles. However, as the illustrations show, human activity has sped up the process.



1 Even areas lush with plant life were subject to desertification.



2 In ancient times, climate change expanded the Sahara. Today farming, overgrazing, and wood burning have expanded the desert.



3 Due to overuse of the land for farming, grazing, and burning wood for fuel, dry grasses died and were replaced by shrubs.



4 Because there was less plant life covering the soil, rain evaporated quickly. The wind then carried away the fertile topsoil, leaving barren wasteland.

GEOGRAPHY SKILLBUILDER INTERPRETING VISUALS

Human-Environment Interaction

What impact would desertification be likely to have on people in the areas affected?

Herding and Farming South of the Sahara, the savannas were filled with herds of animals. Mainly because of climate change and also desertification, shown above, the soil was thin and not ideal for farming. As a result, many people were herders. These people kept cattle, goats, and sheep.

Others practiced slash-and-burn farming. This was a very early farming technique. People cleared the land by cutting down and burning trees and the undergrowth. After a few years, the thin soil became exhausted. Then the people moved on to new areas. Experts believe such farming began in Africa sometime around 6000 B.C.

Belief Systems and Language Like other ancient peoples, most Africans believed in more than one god, though they usually believed in one creator god greater than the others. They also thought that there were spirits present in animals, plants,

or natural forces. This belief that everything possesses a soul is called **animism**.

These early societies did not have a written language. They preserved their history by telling stories. In some places, storytellers known as **griots** (gree•OHZ) kept the history alive. Their stories were lively retellings of past events.

REVIEW How did people live on the plains of Africa?

The Nok Culture

2 ESSENTIAL QUESTION What role did ironworking play in Nok culture?

Many early peoples in West Africa made objects out of materials that decayed, such as plant fiber. Few artifacts survived. However, archaeologists have found evidence of one culture that made objects that have survived.

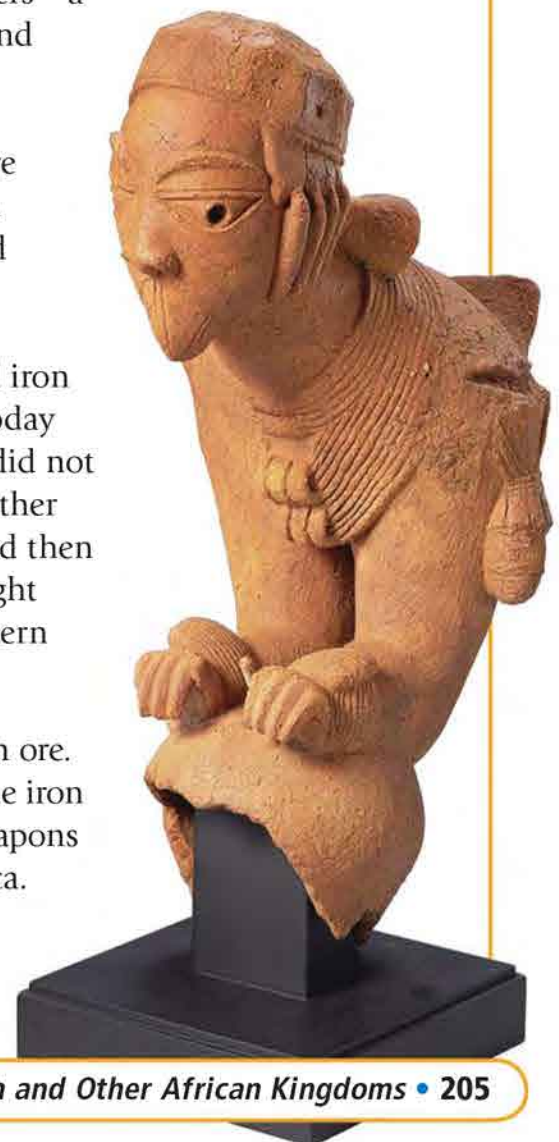
Sculpture This Nok sculpture shows a half-human, half-bird creature. ▼

Ironworkers Between the Benue and Niger rivers—a distance of about 300 miles—scientists have found small clay statues. In addition, they discovered waste products from ironmaking, charcoal, and iron-smelting furnaces. Archaeologists were surprised to find that iron had been produced in this area before 500 B.C. They had thought, based on previous evidence, that ironmaking occurred only in the eastern part of Africa.

One early West African people who produced iron were called the **Nok**. They lived in an area that today is southeastern Nigeria. It appears that the Nok did not follow the pattern of some early ironmakers in other parts of the world, who first produced copper and then bronze. Instead, the Nok seem to have moved right into ironmaking. They were among the first western African people to make iron.

Using Iron To produce iron, the Nok mined iron ore. Then they smelted the iron. Ironsmiths worked the iron into tools and weapons. Some of the tools and weapons made their way into trade routes across West Africa.

REVIEW What was the pattern of some early ironworkers, and how did the Nok differ?



The Bantu Migrations

3 ESSENTIAL QUESTION Where did the Bantu peoples first live, and where did they move to?

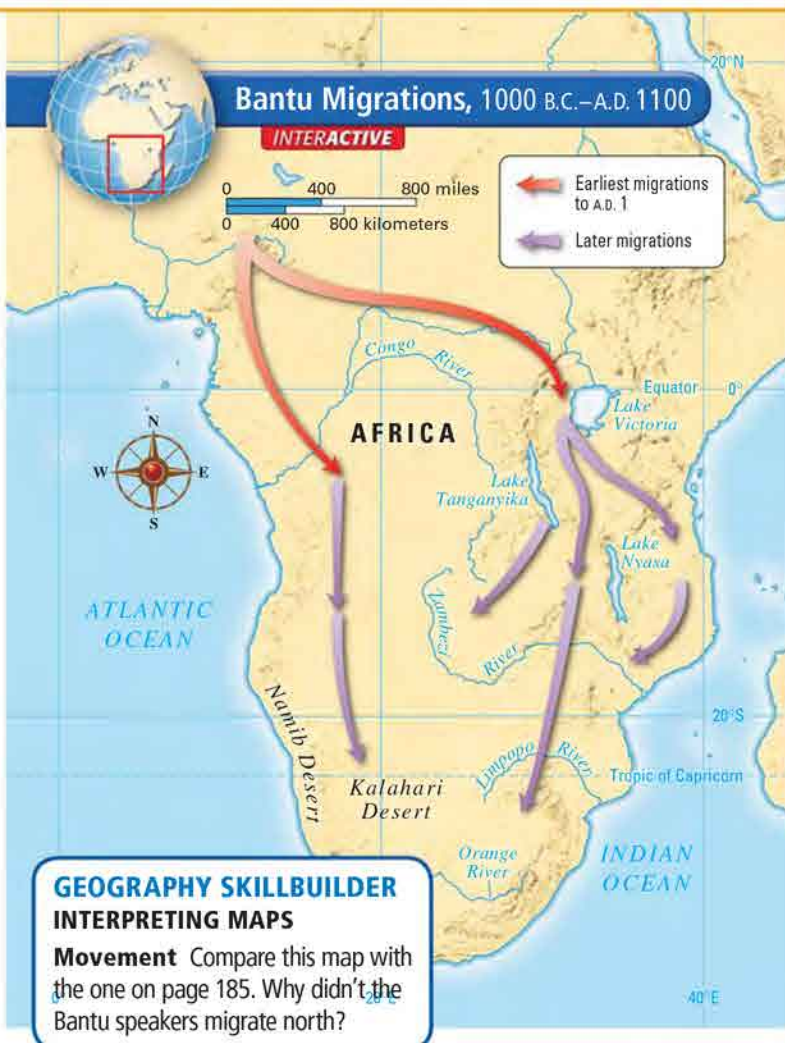
The **Bantu** people lived in the same area as the Nok. The Bantu spread across Africa in what was one of the greatest movements in history. They slowly moved south and east along a frontier, opening up new lands to farming and herding. The Bantu brought farming and iron to Africa south of an imaginary line from Nigeria in the west to Kenya in the east.

Bantu Speakers Some African peoples spoke similar languages based on a parent language that historians called Bantu. The word *Bantu* itself means “the people.” The Bantu-speaking peoples were not one group. They were many groups who had similar cultures. They were farmers, herders, and eventually ironworkers.

Migration Begins About 3,000 years ago the Bantu speakers began moving out of their lands near the Benue and Niger rivers in West Africa. They migrated south and east. A **migration** is a move from one region to another.

The migration of the Bantu was a slow process that took thousands of years. Some groups eventually settled in the rain forest along the Congo River. Some Bantu lived in small villages and farmed along the riverbanks. Later, Bantu-speaking groups moved south beyond the forest to the grasslands of southern Africa. There they began raising animals such as cattle and growing grain crops. Bantu farmers adapted the way they farmed to their new environments.

Bantu speakers kept their ability to make iron. Ironmaking set them apart from others living in areas to which the Bantu migrated. Their iron tools helped them in their main task of farming.



Effects of Migration The Bantu speakers moved to areas where other people already lived. The Bantu adopted cattle herding from peoples near present-day Lake Victoria. They displaced hunting-gathering peoples. Bantu speakers exchanged ideas and customs with people in the areas they entered, and intermarried with them. They shared their knowledge of ironmaking and agriculture. As the Bantu speakers migrated, their languages spread.

Mask This mask was created by a Kuba craftsman. The Kuba were a Bantu-speaking people. ▼



REVIEW To which areas of Africa did the Bantu speakers migrate?

Lesson Summary

- Early societies living on the savannah south of the Sahara practiced herding and farming.
- The Nok made iron tools for use and for trade.
- Migration of Bantu speakers spread the Bantu language and culture.

Why It Matters Now . . .

Despite the great variety of languages and cultures in Bantu-speaking Africa, there are also connections based on a common heritage.

3 Lesson Review

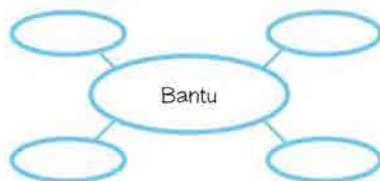
Terms & Names

1. Explain the importance of
animism Nok migration
griot Bantu

Using Your Notes

Explaining Geographic Patterns Use your completed web diagram to answer the following question:

2. In what two ways did most of the peoples of West Africa support themselves and their families?



Main Ideas

3. Why did people living on the plains of central Africa practice herding?
4. Why were archaeologists surprised to discover that the Nok produced iron?
5. Why was the migration of Bantu speakers so slow?

Critical Thinking

6. **Understanding Causes** Why did the Bantus overwhelm the people into whose territory they migrated?
7. **Comparing** Compare the importance of ironmaking in the Nok and Bantu cultures.

Activity

Internet Activity Use the Internet to research the Bantu migrations. Then create a chart showing the causes and effects of the migrations.

INTERNET KEYWORD: *Bantu migrations*



Chapter 6 Review

VISUAL SUMMARY

Kush and Other African Kingdoms

Geography

- Nubia and Egypt interacted over the centuries.
- The people of Africa lived in different environments.
- Bantu speakers traveled from West Africa to central and southern Africa.



Government

- The Kush kingdoms conquered Egypt and ruled Egypt and Nubia.
- The kingdom of Aksum absorbed Kush in the region of Nubia.



Economics

- The Kushite kingdom of Meroë was an economic center linking Egypt and the interior of Africa.
- The Nok people were accomplished ironworkers.



Culture

- The kingdom of Aksum converted to Christianity.
- Aksum's achievements in architecture, language, and farming were long-lasting.



TERMS & NAMES

Explain why the words in each set below are linked with each other.

1. **Piankhi** and **Kush**
2. **Aksum** and **Adulis**
3. **Bantu** and **migration**

MAIN IDEAS

Nubia and the Land of Kush (pages 188–195)

4. How did geography help to increase trade between Nubia and Egypt?
5. In what way did iron contribute to the economic and commercial development of Meroë?

The Kingdom of Aksum (pages 196–201)

6. What official act of King Ezana led to lasting cultural change?
7. What is the cultural legacy of Ge'ez?

West, Central, and Southern Africa (pages 202–207)

8. What processes did the Nok use to produce trade goods? to produce tools?
9. How did the migration of the Bantu speakers affect culture in the areas of central and southern Africa?

CRITICAL THINKING Big Ideas: Culture

10. **UNDERSTANDING CAUSE AND EFFECT** How did contact with Egypt affect Nubian culture?
11. **DRAWING CONCLUSIONS** What impact might Meroë's importance as a trade center have had on the interaction of cultures?
12. **COMPARING AND CONTRASTING** What two cultural influences did Aksum blend?

ALTERNATIVE ASSESSMENT

1. **WRITING ACTIVITY** You have read about the Bantu migrations in Lesson 3. Write a report about what the migrations might have been like. Read your report to the class.
2. **INTERDISCIPLINARY ACTIVITY—GEOGRAPHY** Work with a partner or a small group. Brainstorm places on or near the Nile that you have learned about in Chapter 6. Draw a map showing each place on your list. Draw symbols or add labels to indicate why each place was important.

3. STARTING WITH A STORY



Review the essay you wrote in which you compared your ideas about Jerusalem before and after your trip. Write a 60-second TV news story about your journey.

Technology Activity

4. CREATING A NEWSLETTER

Use the Internet and library to research desertification. Create a newsletter about the topic.

- Present information on desertification's rate of growth.
- Show how it has affected Africa.
- Show what is being done about desertification.



Research Links
ClassZone.com

Reading Charts Use the chart below to answer the questions.

Interaction of Egypt and Kush	
Language	Kushites brought back hieroglyphic writing to Kush from Egypt.
Religion	Kushites worshiped many Egyptian gods, but had some distinct gods of their own.
Architecture	Kushites built pyramids similar to those of Egypt, but with steeper sides. They also sometimes built temples onto the sides of pyramids.
Art	Kushites produced wall paintings, pottery, jewelry, and sculpture.
Burial practices	Kings were buried in splendid stone-faced pyramids.
Government	The ruler was treated as a god.

1. What objects were important in both architecture and burial practices?

- A. sculptures
- B. pyramids
- C. jewelry
- D. hieroglyphics

2. How would you describe the relationship between Egypt and Kush?

- A. They influenced each other greatly.
- B. They did not have much influence on each other.
- C. They were enemies.
- D. They had no relationship at all.



Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33

Research Reports: Daily Life in Ancient Times

Purpose: To write a research report on an aspect of daily life in ancient times

Audience: Someone involved in a similar aspect of your daily life

You read many details in this unit that showed what life in ancient Egypt was like: a hog's tooth crushed in a sweet cake, priests feeding meals to statues, children playing with animal toys. How do historians know these things? They do research. By studying primary and secondary sources, they piece together an understanding of daily life. You can learn more about daily life in ancient times by writing a research report yourself. A **research report** is a composition that pulls together information from several primary sources or secondary sources or both.



▲ Egyptian mural of a hunter

Organization & Focus

Your assignment is to write a 500- to 700-word research report about an aspect of daily life in ancient Egypt or Kush. Possible topics include education, meals, clothing, religion, or sports and games. In addition to an introduction, body, and conclusion, research reports also have a **bibliography**—a list of the sources used in preparing the report.

Choosing a Topic Review Chapters 5 and 6 looking for information on daily life. Think about which aspect of ancient daily life seems most connected to your daily life today. For example, if you are an athlete, you might be especially interested in sports in ancient times. Focus on your subject so that you can cover it thoroughly in your report.

Identifying Purpose and Audience Your purpose is to make ancient history seem meaningful and alive to a reader. Choose a reader who shares your interest in your topic. For example, if you are writing about sports, you might choose your soccer coach for your audience.

Finding Details Look for vivid details about your topic, such as the objects people used, the ways they behaved, and any laws, rules, or rituals they had. Take notes on a graphic organizer like the one below.

Aspect of Daily Life		
Objects	Behaviors	Laws, Rules, or Rituals



Research & Technology

Plan on using at least four different sources for your research report.

- a primary source
- a Web site
- an encyclopedia article
- a book

As you research, take notes on note cards. On each card, record the source—the title, author, publisher, date, page number, or Web address. You will need this information for your bibliography.

Outlining and Drafting Group your note cards into categories and arrange the categories in a logical order. Use your categories and notes to outline your report. Follow the outline as you write your draft.



Technology Tip Fortunately for students of ancient civilization, translations of some documents, as well as photographs of some artifacts, are online. Start your Internet research by visiting ClassZone.com, which has links to sites about life in the ancient world.



Evaluation & Revision

Share your first draft with test readers to see what still needs work. You may need to do any of the following:

- Add more information or stronger examples.
- Take something out that doesn't belong.
- Move something to a better, more logical location.

When you are satisfied with your report, prepare your bibliography. Use your language arts textbook or school handbook to find the correct format for each source.



Self-Check

Does my report have

- ☐ a clearly focused topic?
- ☐ supporting details drawn from the sources required?
- ☐ a strong conclusion?
- ☐ a bibliography in the proper format?



Publish & Present

Make a neat final copy of your report. Give it to your reader and explain why you chose him or her. Invite comments on your report.